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ABSTRACT

Since its inception in 1985, the effectiveness and quality of the Michigan School Readiness Program (MSRP), the state's early childhood education program for 4-year-olds at risk of school failure, have never been evaluated. This report details the first evaluation findings for 1995-97. The program is comprised of a child development program for children providing age-appropriate activities to promote intellectual and social growth and family support, guidance, and referrals to community agencies as needed. The evaluation design contained two portions: an extensive evaluation in which data from the entire state were collected, and an intensive evaluation measuring program effects more thoroughly using a representative subset of programs and children. The major findings of the evaluation indicate that the program is providing children with abilities and positive attitudes that lead to later educational and economic success and social responsibility. Forty-nine percent of the program's classrooms were judged to be of high quality and 51 percent of medium quality, with none of low quality. Children who had attended the MSRP were rated by their kindergarten teachers as being more advanced than children who had not attended preschool. The report concludes with recommendations for the state legislature regarding funding and program monitoring, for the Michigan Department of Education regarding program administration and supervision and training for instructional staff, and for the MSRP grantees regarding parent participation and recruitment. Four appendices provide additional evaluation findings and intensive evaluation site findings; present program quality reliability assessment analyses; and contain assessment instrument forms. (Contains 38 references.) (KB)

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# Early Returns:
# First Year Report of the Michigan School-Readiness Program Evaluation

September 30, 1997

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# Early Returns:
# First Year Report of the Michigan School-Readiness Program Evaluation

September 30, 1997

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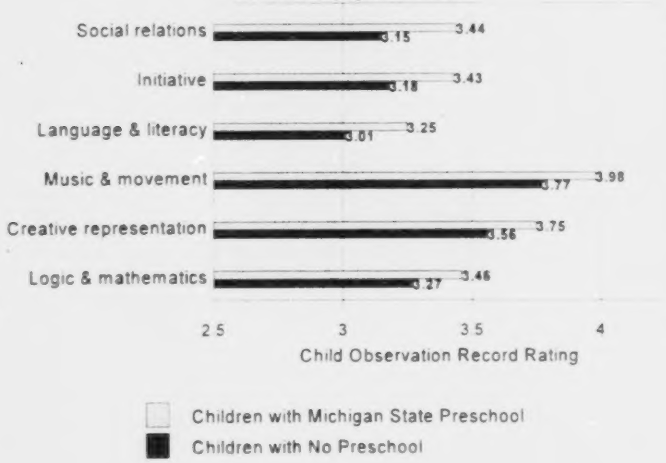
## Executive Summary

Michigan's state preschool program significantly boosts four-year-olds' development, according to the first-year findings of the program's evaluation. Compared to similar children who did not attend any preschool program, children who attended the Michigan state program entered kindergarten more ready to learn and more advanced in their social, cognitive and artistic development. The Michigan State Board of Education and the W. K. Kellogg Foundation of Battle Creek funded the evaluation, one of the few state preschool program evaluations conducted to date. Kalamazoo Early Childhood Specialist Sandra Howe remarked, "This evaluation proves what the teachers believed – that the program really helps children develop."

The High/Scope evaluation team noted that the program is providing children with abilities and positive attitudes that lead to later educational and economic success and social responsibility. The long-term evaluation of another Michigan preschool program, the High/Scope Perry Preschool Program, found that such programs can cut crime in half, improve high school graduation rates and adult earnings, and return to taxpayers as much as seven dollars for every dollar invested.

**Figure A. Children's Development Rated by Observers (5-point Scale)**



The Michigan state preschool program, named the Michigan School Readiness Program, provides a year of educational experiences to four-year-olds who are identified as needing assistance in getting ready for school. The initiative began as a small pilot project in 1985 and has grown steadily in the last decade. During the 1996-1997 school year, programs operating in 460 of the state's 560 school districts and in 66 other agencies throughout the state serve 21,077 children and their families. Children receive a child development program that provides age-appropriate activities that promote intellectual and social growth. Their families receive parenting support, guidance, and referrals to community service agencies as needed.

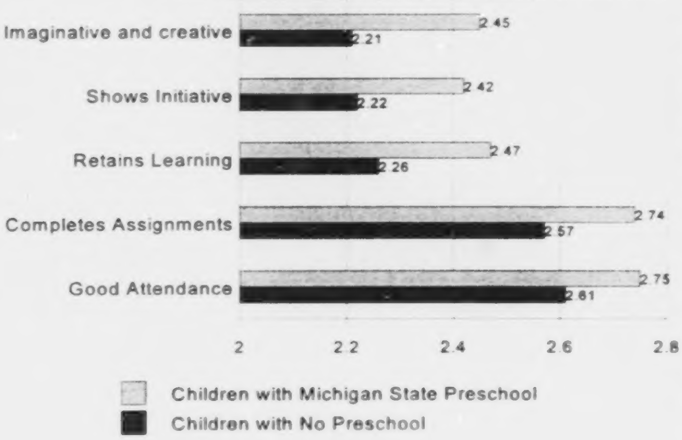
The better the quality of the preschool program children attended, the better they performed in kindergarten. According to observers applying the Michigan Department of Education *Standards of Quality and Curriculum Guidelines*, 49% of the program's classrooms are of high quality, 51% are of medium quality, and none are of low quality. The quality standards include:

- Implementing a curriculum model that provides children with developmentally appropriate materials and diverse social and cognitive learning experiences

- Employing teachers and other staff who are well-trained in early childhood education
- Having the program supervised by a qualified early childhood specialist
- Substantial outreach to parents
- Coordination with local service agencies
- Adequate funding for materials, hiring, ongoing early childhood training, and parent involvement

Parents in the program contributed most to their children's development when they engaged in educational activities at home, such as reading to their children.

**Figure B. Children's Development Rated by Kindergarten Teachers (3-point scale)**



During their kindergarten year, evaluators compared the performance of children who had attended the preschool program to the performance of children with similar family backgrounds who did not attend any preschool program. Classroom observers, who did not know whether children had attended the program, rated their development of initiative, social relations, language, literacy, music, movement, logic, mathematics, and creative representation. Teachers rated such aspects of children's development as retention of learned material, initiative, completion of assignments, and creativity. Children who had attended the program consistently were rated as being more advanced than children who did not attend preschool, as shown in Figures A and B.

The evaluation focused on preschool programs operated by school districts at five Michigan locations – Detroit, Kalamazoo, Muskegon, Wyoming, and COOR Intermediate School District – and the St. Clair County Economic Opportunity Committee in Port Huron. The High/Scope Educational Research Foundation, which conducted the evaluation, is known throughout the world for its research and training in early childhood education.

### *Recommendations*

The results of this evaluation lead to some general recommendations to augment MSRP's effectiveness. These recommendations are grouped here according to who is responsible for each -- the Michigan State Legislature, the Michigan Department of Education, or individual MSRP grantees.

## Recommendations for the Michigan State Legislature

***Funding.*** Programs should receive guidelines on effective budgeting so that they have some direction in this area. Funds spent on employing qualified teachers, staff development, parent involvement and classroom equipment were found to be related to program effectiveness in this evaluation. Ensuring adequate funding for these areas is vital, yet there are currently few guidelines for or stipulations on allocation of MSRP funds.

***Program monitoring.*** MSRP is effective, but complete implementation of the program is important to produce an impact. The evaluation's first year results demonstrate that program areas such as qualified supervision, effective allocation of funds, a trained instructional staff, an active advisory council, and parent participation are necessary for the program to be effective.

With the goal of improving program implementation, we recommend a three-tiered structure for monitoring MSRP grantees.

- Program assessment by **teachers and administrators**. Training teachers and program administrators to complete the Program Quality Assessment will enhance their effectiveness as early childhood teachers, and the reliability and utility of their self-assessments.
- Program assessment by **local programs or regional monitors**. Local or regional monitors can support ongoing and effective implementation while alerting state officials to potential problems.
- Program assessment by **Michigan Department of Education early childhood consultants**. Consultants should continue to provide statewide support and training, and would visit programs that have received red flags indicating potential problems.

## Recommendations for the Michigan Department of Education

***Program administration and supervision.*** The results of this evaluation underscore the importance of including a qualified, active early childhood specialist in every program. We suggest that the early childhood specialists receive training and support from the Department of Education through professional development activities. These activities should include training in developmentally appropriate curricula, supervision, and program and child assessment as well as issues relevant to comprehensive programs such as running an advisory council. One possible strategy to support early childhood specialists is to create a professional organization for them that meets regularly and conducts and participates in professional development activities.

***Training for instructional staff.*** The evaluation results demonstrate a need for teacher education that includes guidelines for developmentally appropriate interactions with and among children. Additionally, teachers lack knowledge of reliable, developmentally appropriate assessment methods. Valid assessment is necessary to plan appropriately for each child's needs and to communicate children's progress, in meaningful terms, to parents, administrators and other educators.

## Recommendations for MSRP Grantees

***Parent participation.*** Parent involvement in a child's education was found to play an important role in children's development. MSRP parents should be encouraged to participate in their children's education within and outside of the program. MSRP programs should develop outreach strategies to enhance potential involvement in their children's education.

***Recruitment.*** The Michigan State Board of Education (1988) has identified 24 risk factors (24 identified factors plus one unspecified factor that must be approved by the Michigan State Board of Education), and requires documentation of at least two of these factors for program eligibility. These risk factors are currently vague and open to local interpretation. While programs find a degree of flexibility useful, the lack of standard definitions means that children are not being given comparable consideration for program participation across the state. MSRP staff need guidelines for interpreting, documenting, and prioritizing the various risk factors so that they may adopt valid and effective enrollment procedures.

## Introduction

Recent research demonstrates the importance of children's experiences during their early years for neurological and cognitive development (Carnegie Corporation, 1994). It is important that children receive high quality effective care at an age when their capacities are developing rapidly. Children with factors placing them at risk for educational failure, in particular, require more than a supportive environment; they often require more comprehensive intervention that will prepare families for subsequent years in the school system. A comprehensive model of early childhood education (one that includes educational, nutritional, medical and social services and referrals for the family) is at the heart of the design of the federal Head Start program, as well as many other programs for young children from disadvantaged families.

Quality early childhood programs have been found to benefit children from low-income families, and yet these families are the least likely to afford quality child care that matches their needs. A family with a household income placing them in poverty in 1991 spent an average of 27% of that income on child care alone (Census Bureau, 1994). With 21% of U.S. children living in poverty, there is great demand for early child care and education by those unable to afford it. Child care providers who serve low-income families face the many challenges involved in meeting both the needs of school systems for educationally prepared children and the needs of parents for flexible, full-day, affordable child care.

Today, several different types of public-supported programs providing early childhood education to four-year-olds from low-income and disadvantaged families are in operation in the U.S. The largest is Head Start, a federal program existing since 1965. Head Start is widespread: in 1995 the program served 750,000 three- and four-year-old children throughout the U.S. at a cost of $3.5 billion (U.S. General Accounting Office, 1997). In addition to Head Start, 32 states funded preschool programs in 1992, largely for low-income families and children deemed at risk of school failure (Adams & Sandfort, 1994; Mitchell, Seligson & Marx, 1989). State programs vary in size and design, ranging from primarily home-based preschool models in Arkansas and Illinois to supplementing Head Start in Ohio and Maine. Most state programs are funded through state departments of education and emphasize preparing children for school over other family needs. For example, only one-third of these programs are designed to serve children of parents who work full-time.

### *What Preschool Program Evaluations Have Taught Us*

### Evidence of Effectiveness

In a survey of early child care and education program research, Barnett (1995) presents several studies that consistently demonstrate the effectiveness of intensive, well-designed comprehensive preschool programs. Educational programs were found to improve IQ, cognitive development and socialization of disadvantaged children. Long-term effects on achievement, grade retention, special education, and high school graduation due to program participation were repeatedly found. Early childhood education program studies also demonstrate positive effects on antisocial behavior and delinquency later in life (Yoshikawa, 1995). The High/Scope Perry Preschool study, the longest and most intensive follow-up study of program effects on socialization, found the comprehensive preschool experience produced increased commitment to school, better relationships with friends and neighbors, greater adult economic success, lower crime rates and fewer teenage pregnancies for girls (Schweinhart, Barnes & Weikart, 1993). The high quality program returned to taxpayers $7 for every dollar invested.

Head Start is a comprehensive program with broader objectives than many early childhood educational programs. The areas of health, nutrition and social development of children and families are emphasized as much as children's education (U.S. Government, 1996). Research conducted on Head Start has demonstrated similar effects of program participation as those mentioned above: decreased likelihood of grade retention, decreased assignment to special education, increased IQ scores, greater access to preventive and remedial health services, and greater nutritional intake relative to those without the program (Lazar & Darlington, 1982; Currie & Thomas, 1995; Fosburg & Brown, 1984). In the few studies that compare them, Head Start's effects have been smaller than those of other preschool programs, but then Head Start tends to serve children from lower income families than do other programs (Barnett, 1995). Additionally, Head Start is an immense program - with 1,400 grantees in 1996 - and its quality of implementation is likely to vary across the country, making it difficult and even undesirable to draw conclusions about the program's impact as a whole (General Accounting Office, 1997). Although implementation may vary, the Head Start standards provide a community-based and family-oriented model of intervention that many people believe is effective: in fact, preschool programs provided in federally-funded Title 1 schools are also required to comply with these standards.

### Issues in Program Design

Involving families in educational programs for disadvantaged children is important. A review of 73 family support and education programs was conducted by the Harvard Family Research Project (1995) and focused on programs offered through public schools. Several findings from their survey are relevant to the design of comprehensive educational programs for young children. Home visits, direct learning experiences for children (as opposed to solely parent education), community and teacher involvement, staff training of teachers and parent-outreach personnel, and continuity of support into elementary school were consistently found to be important features of quality programs. This report cites advantages and problems associated with locating programs in public schools. On the plus side, schools are accessible and are often a hub of community activities. Parents feel it is socially acceptable to be involved in school programs. Transitioning to kindergarten is enhanced when families are already active in the school. But a major difficulty often encountered by comprehensive programs is lack of support by other parents, principals and teachers in terms of willingness to share resources and embracing the family-focused nature of comprehensive programs.

The Harvard Family Research Project review also presents a finding that programs are sometimes in competition with each other and that consistent community outreach is necessary to create bridges to existing community programs. In the case of educational programs for young children, coordination with Head Start is important because similar populations are being recruited; an alliance with Head Start can ease the recruitment process and enhance service to families. In spite of the advantages of creating partnerships, there is often a local conflict between Head Start and Michigan preschool programs, for example, because both need to maintain full enrollment from the same transient population.

## Local MSRP Evaluations

Currently, some MSRP grantees conduct evaluations of their programs and send a copy to the Michigan Department of Education. Parent satisfaction is very high in these reports, and, although these evaluations rarely have comparison groups other than averages for the entire peer group, they do report positive effects on child development while in the program, and on retention, absences, and placement in compensatory education in subsequent school years.

Local MSRP evaluations reveal that parents believe the program enhanced their children's development. Comments included statements such as, "It (MSRP) allowed [my daughter] to utilize the learning talents she already had and make the most of them. She comments frequently still on all the friends she made and the teachers" and from a different parent, "I feel [MSRP] got my daughter on the right path of learning and enjoying school" (Rowley, 1997). Parent satisfaction is important because it may transfer into parent participation and expectations when the child is in elementary school.

## *The Michigan School Readiness Program*

The Michigan School Readiness Program (MSRP) is the state's early childhood education program for four-year-old children at risk of school failure. The program began with pilot programs in 1985, and has served over 150,000 children since that time. In 1996-97, MSRP served 21,077 children in 460 public school districts and 66 agencies.

MSRP is funded through allocations legislated in the State School Aid Act ($52.7 million) and the Department of Education Appropriations Act ($10.5 million). The State School Aid Act legislation funded 460 public school district programs that served 17,576 children in 1996-97. The Department of Education Appropriations Act funded grants for 66 agencies that served 3,501 children in 1996-97. The Appropriations Act funding is allocated to public and private non-profit agencies that compete for three-year grants to serve from 8 to 108 children (this maximum enrollment was increased to 144 for 1997-98).

A comprehensive Community Needs and Resources Assessment (Michigan State Board of Education, 1996) is completed as a part of a program's proposal for funding. This needs assessment includes estimates of the numbers of children qualifying for MSRP and children being served by other preschool programs such as Head Start. The needs assessment and resources (e.g., number of available and licensed classrooms) of the grantee are used to determine the size of the MSRP grant.

## MSRP Criteria and Attributes

Table 1 lists the criteria of MSRP programs for the 1996-97 and 1997-98 school years. Some structural features of MSRP are having at least 300 class hours, an adult:child ratio of 1:8 or better, and a state child day care licensed facility. Lead teachers are required to have a Michigan elementary certificate with an early childhood endorsement if they are in a public school program, and a four-year degree in child development or a related field if they teach in an agency program. Additionally, by September of 1998, associate teachers are required to have training equivalent to an associate's degree in child development, and current requirements for associate teachers are unspecified training and experience in early childhood education and development.

MSRP programs may provide transportation depending on needs and resources. MSRP is a half-day program and agencies who can offer child care arrangements for the other half-day are given priority in funding. A home-based and migrant model of MSRP is offered to grantees, but very few children (approximately 2%) are served in these types of programs.

In addition to instructional staff, MSRP grantees identify a director and an early childhood specialist. The early childhood specialist has a graduate degree in early childhood education or development. The person in this position supervises the program's instructional staff and facilitates the community advisory council. The program director is a person with administrative experience in the school district or at the agency.

Each MSRP program is affiliated with an advisory council that includes representatives from community, volunteer and social service agencies and organizations. These committees also include representatives from kindergarten and first grade classes, parents of participants, and a curriculum director. Parents are required to be a part of the advisory council in a ratio of one for every 18 children enrolled. The advisory council's agenda includes planning for children's transition to kindergarten, reviewing health and nutrition services available to families, identifying mechanisms for referring families to community service agencies, and reviewing the program's philosophy and curriculum. Typically, an advisory council constitutes the community service agencies and early childhood programs of an entire county.

Parent and family participation in MSRP is encouraged. Program activities for adults include parent education classes and referrals to other community services. Communication between the program and children's families includes two required home visits and two required parent-teacher conferences. Additionally, parents are encouraged to visit the classroom and attend special program events. The objectives of MSRP include providing parents with positive experiences with their child's school system and creating a partnership with MSRP parents in valuing the education of their child.

MSRP programs are granted funding for a specific number of children, at $3,000 per child (increased to $3,100 for 1997-98) per year for three years at a time. The only budget restriction on spending is that total administrative costs of the program are not to exceed 10% of the total grant.

### MSRP Eligibility

Eligibility for MSRP is determined by the degree to which a child is considered at-risk of school failure, or educationally disadvantaged. Children and their families must exhibit at least two of 24 factors placing children at risk of educational failure (Michigan State Board of Education, 1988). A risk factor not listed must be submitted to the Michigan State Board of Education for approval to contribute to a child's eligibility. The risk factors qualifying children for MSRP are the following: low birth weight, developmental immaturity, physical or sexual abuse or neglect, nutritional deficiency, long-term or chronic illness, diagnosed handicapping condition, lack of a stable support system or residence, destructive or violent temperament, substance abuse or addiction, language deficiency or immaturity, non-English or limited English speaking household, family history of low school achievement, family history of delinquency, family history of diagnosed family problems, low parental/sibling educational attainment or illiteracy, single parent household, unemployed parent, low family income, family density, parental/sibling loss by death or parental loss by divorce, teenage parent, chronically ill parent or sibling (physical, mental or emotional), incarcerated parent, and housing in a rural or segregated area. At least 50% of enrolled children must come from a low income family (195% poverty or below).

Additionally, programs must have documentation of family risk factors in the participant's file. Specific documentation for each risk factor has not been mandated, and programs can use, for example, anything from a tax report to a pay stub to exhibit income level. Documentation for some factors is difficult to obtain (e.g., violent temperament of the child), and the parents' report of these factors is considered acceptable documentation. In a series of focus groups with program representatives, it was found that programs appreciate the flexibility of adopting the risk factor criteria to their communities.

### MSRP Monitoring and Support

The Michigan State Board of Education supports MSRP staff with several publications: *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-year-olds* (1987), *Curriculum Resource Book for Preschool Programs for Four-year-olds* (1997), *Appropriate Assessment of Young Children* (1995), *A Guide to Team Teaching* (1997) and *A Guide to Home Visits* (1997). Additionally, the Michigan Department of Education offers semi-annual technical assistance workshops to aid programs in completing the needs assessment and grant application. A statewide Michigan Collaborative Early Childhood conference is held annually, and focuses on supporting staff of MSRP and other state-funded early childhood programs. The Michigan Department of Education monitors programs by visiting agency programs once in the three-year grant cycle, and public school programs that are brought to their attention for problems.

## *The Michigan School Readiness Program Evaluation*

Since its inception in 1985, the effectiveness and quality of the Michigan School Readiness Program have never been evaluated. Although the immediate and long-term impact of quality early childhood education programs have been demonstrated (Schweinhart & Weikart, 1997; Schweinhart et al., 1993; Barnett, 1995; Campbell & Ramey, 1994), the performance of the state-wide Michigan program has never been tested. The High/Scope Educational Research Foundation was awarded a grant by the Michigan State Board of Education to design and conduct an evaluation to assess the implementation and impact of the state preschool program. There is little disagreement with the need for MSRP, so an additional goal of this evaluation is to make recommendations to improve the program's performance at preparing children and their families for school.

Conducting a statewide evaluation of a program as extensive as MSRP is a formidable task. Research demonstrates that reducing large program evaluations to a manageable size enhances the information that can be taken from the evaluation (Zigler, 1985). The design of the MSRP evaluation includes two portions: an extensive evaluation in which data from the entire state were collected, and an intensive evaluation that measured program effects more thoroughly at a representative subset of programs and children. MSRP implementation was assessed in both the extensive and intensive portions of the evaluation, and MSRP impact was measured at 12 programs serving over 1200 children. The six sites at which the intensive evaluation was conducted are marked with a star in Figure 1 and are described in more detail in the methods section of this report. The intensive evaluation programs included are both rural and urban, large and small, public school and agency, and are geographically distributed throughout the state. The intensive evaluation locations are the cities or surrounding areas of Detroit, Houghton Lake, Kalamazoo, Muskegon, Port Huron and Wyoming.

To assess the implementation of MSRP, we designed a Program Quality Assessment (High/Scope Educational Research Foundation, 1997) to measure the degree of compliance with Michigan state standards for preschool programs (Michigan State Board of Education, 1987). Program quality data were collected using staff self-ratings in every MSRP classroom in the state (in the extensive evaluation), and program quality was assessed by outside-observers for a representative subset of MSRP classrooms (in the intensive evaluation). Program quality overall was high, though there is room for improvement.

To assess program impact, it was necessary to identify a group of children without a preschool experience but with families and life events comparable to the MSRP children. For this evaluation, MSRP and comparison children were identified for the intensive evaluation at six locations throughout the state, but these children could not be located until they had entered the school system in kindergarten. Observational measures of child development were collected during the kindergarten school year that revealed the effectiveness of MSRP. This evaluation revealed a consistent enhancement of children's cognitive, social and emotional development due to the MSRP experience.

Other state preschool programs have recently undergone similar evaluations to investigate their effectiveness, and the MSRP evaluation includes the strengths of these program evaluation designs. In their evaluation of the Kentucky Education Reform Act preschool programs, the University of Kentucky evaluation team assessed both programs and children, but were unable to find relations between preschool program quality and child outcomes in kindergarten. The MSRP evaluation design permits a similar analysis of correlating program quality with child outcomes.

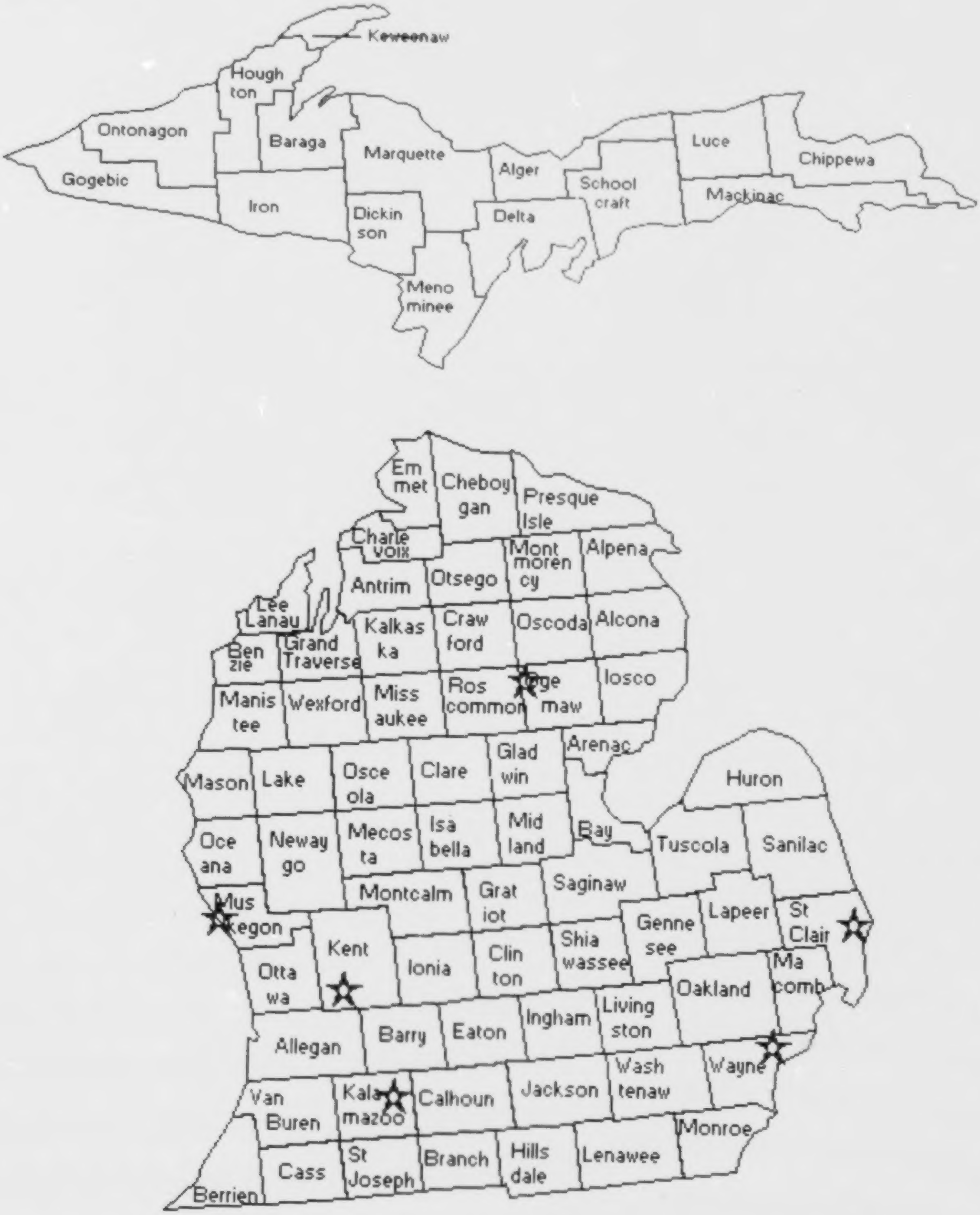
The Kentucky program evaluation's comparison group at first grade consists of randomly chosen peers of the participants, and finds no difference in developmental progress between these two groups (University of Kentucky, 1996). Georgia State University's longitudinal evaluation of the Georgia prekindergarten program includes a comparison group similar in ethnicity, gender and socio-economic status composition to the program participants they are assessing. This evaluation revealed positive program effects which lasted at least into first grade on academic development, the Iowa Test of Basic Skills, and absences (Pilcher & Kaufman-McMurrain, 1996). The MSRP evaluation includes a comparison group of children similar in socio-economic status to the program children, as did the Georgia program evaluation, but we also adopt an observational assessment method to appraise cognitive, social, and emotional development of both groups of children.

**Table 1**
**Michigan School Readiness Program criteria**

| | Michigan School Readiness Program Year | |
|---|---|---|
| | 1996-97 | 1997-98 changes |
| Authority | 1. Sections 36-40 of State School Aid Act ($52.7 million) for grants to public school districts<br>2. Sections 101 and 903 of PA 373 of Department of Education Appropriations Act ($10.5 million) for grants to independent agencies | 1. Increased to $55.0 million<br>2. Increased to $12.1 million |
| Standards of Curriculum | *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-Year-Olds* (Michigan State Board of Education, 1987) | |
| Age | 4 but not yet 5 on or before December 1 | |
| Eligibility | Age, residency, and 2 of 24 risk factors; 50% must meet income criteria (approx. 195% poverty) | |
| Attendance | Voluntary | |
| Funding | State allocation; $3,000 per child | Increased to $3,100 per child |
| Numbers of children eligible | Based on *Community Needs and Resources Assessment* (Michigan State Board of Education, 1996) and size and resources of district | |
| Facility | Meet Child Day Care Licensing Rules;<br>Home-based model also available | |
| Time requirement (minimum) | 30 weeks; 4 days per week (120 days);<br>2 ½ hours per day (300 total hours) | |
| Teacher certification | *School district programs:*<br>Michigan elementary certificate with early childhood endorsement (ZA) required<br>*Agency programs:*<br>Four years formal training in child development (may include CDA, associate degree in child development) | |
| Associate teacher qualifications | Training in early child development | By 1998-99: Associate's degree in child development or related field, CDA, or 120 hours training in 8 CDA areas. |
| Class size | Maximum of 18 per session; 36 per teacher | |
| Adult:child ratio | Minimum of one adult for every 8 children | |
| Parent/family involvement | 2 home visits; 2 parent-teacher conferences;<br>parent meetings and education classes;<br>family events | |
| Governance | Advisory Council with required community representation | |

*Note.* Funding and regulations for the 1995-96 school year were virtually identical to those of 1996-97, with the only difference being that agency programs served more children in 1995-96 from a funding base of $25,000 greater.

Figure 1. The counties of Michigan's upper peninsula (top figure) and lower peninsula (bottom figure) and the six intensive Michigan School Readiness Program evaluation sites (denoted with a star).


Keweenaw
Hough ton
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Marquette
Alger
School craft
Luce
Chippewa
Gogebic
Iron
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Delta
Mackinac
Meno minee
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Cheboy gan
Presque Isle
Charle voix
Mont moren cy
Alpena
Antrim
Otsego
Lee Lanau
Kalkas ka
Craw ford
Oscoda
Alcona
Ben zie
Grand Traverse
Miss aukee
Ros common
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Iosco
Manis tee
Wexford
Arenac
Mason
Lake
Osce ola
Clare
Glad win
Huron
Oce ana
Neway go
Mecos ta
Isa bella
Mid land
Bay
Tuscola
Sanilac
Montcalm
Grat iot
Saginaw
Mus kegon
Lapeer
St Clair
Kent
Genne see
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Ionia
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## Method

### *Evaluation Design*

The purpose of the MSRP evaluation is to assess how well the program contributes to, and helps parents contribute to, children's development and readiness for school participation. Central to achieving this purpose is developing a firm basis of comparison from which to estimate children's development had they not participated in the program – that is, comparing the MSRP children to a group of children like themselves but not enrolled in MSRP or a comparable preschool program.

**Table 2**
**Programs participating in the intensive evaluation during the 1995-1996 MSRP year**

| Location | MSRP Classrooms | MSRP Children | Comparison Children |
|---|---|---|---|
| **11 school districts & 1 agency** | 49 | 351[1] | 279 |
| **C.O.O.R. Intermediate School District[2]** | | | |
| Crawford-AuSable | 1 | 9 | 9 |
| Gerrish-Higgins | 1 | 13 | 15 |
| Houghton Lake | 1 | 9 | 8 |
| West Branch-Rose City School District | 2 | 19 | 24 |
| **Detroit Public Schools** | 9 | 57 | 55 |
| **Godfrey Lee Public School District** | 1 | 0 | 9 |
| **Godwin-Heights Public School District** | 3 | 19 | 25 |
| **Kalamazoo Public Schools** | 11 | 53 | 38 |
| **Muskegon Public Schools** | 7 | 75 | 37 |
| **Wyoming Public School Districts** | 2 | 15 | 7 |
| **Kelloggsville Public Schools** | 0 | 17 | 5 |
| **Port Huron agency** | 11 | 65 | 47 |

[1] A sample of 351 program children at these sites were assessed in kindergarten; 801 MSRP participants, in the intensive evaluation classrooms were assessed during the program year and 719 of their families were interviewed.

[2] COOR Intermediate School District (ISD) formed a consortium of four school district programs for the purpose of this evaluation.

The evaluation included two components -- an intensive and an extensive evaluation. The *intensive evaluation* of MSRP and its participants at a representative sample of school districts and competitive agencies throughout the state, provides in-depth examination of program quality, children's development, and parent involvement. The intensive evaluation also includes a comparison group of children and families comparable to those in MSRP but who did not attend any preschool program. The *extensive evaluation* of all MSRP programs provides data on programs statewide.

As shown in Table 2, the intensive evaluation consisted of 49 classrooms located in 11 school districts and 1 competitive agency site. The intensive evaluation included a no-program comparison group as well as a program group, providing the basis for a summative evaluation. The intensive evaluation relied on assessment of programs and children by trained outside observers, teacher assessments of children and teachers' interviews of participants' parents.

The extensive evaluation included all 1995-1996 MSRP grantees - 460 of the state's school districts and 66 agencies - providing over 700 classrooms to serve 21,077 children. The extensive evaluation provides a self-assessment of program quality throughout the state and a basis for comparison with the intensive evaluation. The extensive portion of the evaluation relied on teacher assessments of the program and children's development. Table 3 displays the activities of the intensive and extensive evaluation.

**Intensive Evaluation**. The intensive evaluation included 12 grantees - 11 school districts and 1 competitive agency grantee which volunteered at the invitation of the Michigan Department of Education to all MSRP sites in Fall 1995. These programs are geographically distributed throughout Michigan's lower peninsula, and were grouped into six evaluation sites: Muskegon; Wyoming (including Wyoming, Godwin Heights, Godfrey Lee and Kelloggsville Public Schools); Kalamazoo; Detroit; COOR Intermediate School District (including Houghton Lake, Gerrish-Higgins, West-Branch-Rose City, and Crawford AuSable School Districts located in Crawford, Oscoda, Ogemaw and Roscommon counties); and the Economic Opportunity Committee of Saint Clair County in Port Huron. At these locations, the following assessments were completed during the 1995-1996 MSRP school year:

- Trained observers completed the *MSRP Program Quality Assessment* for each of the 49 MSRP teachers.
- MSRP teachers used the *High/Scope Child Observation Record* to observe and assess MSRP children at the end of the program at 5 of the 12 programs represented.
- MSRP teachers used a *Parent/Guardian Interview* to interview parents or guardians of MSRP children at 10 of the 12 programs. A total of 719 interviews were collected.

In Fall 1996, MSRP children and comparison children (without a preschool program experience but whose family income levels would have qualified them for MSRP) were identified and assessed during their kindergarten school year (the procedures used for identifying these children are presented in more detail below). See Table 3 for the data collection schedule. Assessments of these groups of kindergartners included the following measures, which are described in detail in the next section:

- The parents of all program and no-program children completed the *Child and Family*

*Background Questionnaire* at 7 of the 12 programs. This form identified comparison groups of children who would have qualified for MSRP the year prior to kindergarten but did not attend MSRP or any other preschool program.

- Trained observers completed the *High/Scope Child Observation Record (COR)* based on observations they made in the kindergarten classrooms of MSRP and comparison children.
- Kindergarten teachers used the *Child Development Rating* to assess the school adjustment of MSRP and comparison children in kindergarten.
- Data collectors completed the *School Records Review* to assess the risk factors of MSRP children, and the educational placement and activities of MSRP and comparison children at the end of their kindergarten school year.
- *Parent/Guardian Interviews* were conducted by phone with parents of MSRP and no-program group children to assess parent participation in children's school and educational activities during the summer after the kindergarten school year.

**Extensive Evaluation**. An extensive-evaluation site is any program grantee, whether school district or agency. The extensive evaluation of all sites involved data collection from MSRP participants as follows:

- MSRP teachers completed the *MSRP Program Quality Assessment* for their own program.
- MSRP teachers were encouraged to complete the *High/Scope Child Observation Record (COR)*, the results of which could be compared with the intensive evaluation outcomes.

The High/Scope Foundation collected and analyzed 642 MSRP Program Quality Assessments during the 1995-1996 school year that were completed by a teacher or other staff member in each program. Eventually, the extensive evaluation sites will be able to use additional assessments from the intensive evaluation in the evaluation their own programs so that a standard program evaluation can be conducted at all sites.

Table 3

## Michigan School Readiness Program Evaluation Measurement Plan, Spring - Fall 1996

| Measurement Domain | Instrument | When Measured | Who Completes | Evaluation Group | |
|---|---|---|---|---|---|
| | | | | Extensive | Intensive |
| **1. Child and family background:** factors placing children at risk (based on MSRP Program Eligibility Criteria); program experience at age 4 | ***Child and Family Background Questionnaire*** | Kindergarten roundup and entry; Spring-Fall 1996 | Parents or guardians | | ✓ |
| **2. Program quality**: philosophy, population access, curriculum, learning environment, advisory council, parent involvement, uses of funding, administration and supervision, and instructional staff, all as defined in *MSRP Standards of Quality and Curriculum Guidelines* | ***MSRP Program Quality Assessment*** (systematic observation and interview) | Spring 1996 | Self-rating by MSRP program staff | ✓ | ✓ |
| | | Spring 1996 | Trained observers | | ✓ |
| **3a. Child development**: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics | ***High/Scope Child Observation Record (COR)*** | At end of MSRP program year; Spring 1996 | MSRP teachers trained in COR by High/Scope | Optional but recommended | ✓ |
| | | During kindergarten year; Fall 1996 | Trained observers | | ✓ |
| **3b. Child development**: attendance, school work habits, social relations, responsibility, readiness to learn | ***Child Development Rating (CDR)*** | During kindergarten year; Fall 1996 | Kindergarten teachers | | ✓ |
| **4. Child placements and referrals**: attendance, program placements, teacher referrals, and extra-curricular activities | ***School Records Review*** | At end of the school years when children are aged 4 to 9; beginning Spring 1996 | School district staff | | ✓ |
| **5. Parent involvement**: participation in educational programs, parent-teacher groups and conferences, educational activities at home | ***Parent/Guardian Interview*** (in-person or telephone) | At end of the school years when children are aged 4 to 9; beginning Spring 1996 | MSRP teachers in preschool; outside interviewers in grades K-4. | | ✓ |

## *Assessment Instruments, Data Collection and Statistical Analyses*

The evaluation calls for the measurement of variables and identification of instrumentation in five domains – child and family background, program quality, children's development, children's subsequent school experiences and activities, and parent involvement. Additionally, children's status will be assessed when they are older. Table 3 summarizes the evaluation's measurement plan for the five domains. Each assessment instrument employed is described below, along with a summary of the training and statistical analyses relating to each instrument. Appendix D contains copies of all of the assessments in this evaluation.

### Child and Family Background Questionnaire

The *Child and Family Background Questionnaire* measures child and family background characteristics – (a) factors that place children at risk and (b) children's program experience before kindergarten. Parents or guardians were asked to complete this form at the school district's kindergarten roundup and/or at kindergarten entry at the intensive evaluation sites. At some locations, only families known to potentially qualify for MSRP were asked to complete this form. This questionnaire was used at all evaluation sites, but at 4 of the 11 programs this form was collected during kindergarten round-up in Spring 1996 when most of the qualifying families did not contact the school.

The first part of the questionnaire assesses some factors that place children at risk for failure in school; namely, which parents live with the child, the level of education attained by each parent, household size and the family's income level (Pianta & Walsh, 1996; Natriello, McKill & Pallas, 1990). The Michigan State Board of Education (1988) identifies 24 such child and family attributes, and uses a minimum of two of these as criteria for participation in MSRP (these risk factors are presented in the section labeled Participants below). Although confidentiality was guaranteed, we nevertheless omitted from this form those factors considered by some members of the Oversight Committee too sensitive to be collected at school, such as those involving child abuse and family problems. The second part of the checklist assesses children's program experience prior to kindergarten. Using this questionnaire allowed identification of comparable groups of MSRP participants and no-program children at kindergarten. These two components - risk indicators and early childhood experience - collected at school entry, are sufficient to create a quasi-experimental design for this evaluation. In fact, a school district could use such a design and comparable data to evaluate a preschool program's effects at any point in children's schooling.

### MSRP Program Quality Assessment (PQA)

Program quality was measured using the MSRP Program Quality Assessment (PQA), an instrument developed by the High/Scope Foundation for the purpose of this evaluation. This assessment was constructed to assess a program's compliance with the *Michigan State Board of Education's Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-Year-Olds* (1987).

The MSRP PQA surveys nine program areas: the program's Philosophy, Curriculum, Learning environment, Accessibility to all eligible children, Advisory council, Parent involvement, Uses of funding, Administration and supervision, and Instructional staff. The instrument includes 73 questions requiring ratings on five-point scales.

***Observer training and data collection***. Eighteen observers from the intensive evaluation sites were trained to complete this instrument to provide objective data on the quality of MSRP classrooms. The trainees were recruited based on their extensive background and experience in early childhood educational settings. These people included current and retired school principals, early childhood teachers, and unemployed elementary school teachers. Trainees completed one of the two alternate two-day training sessions held at the High/Scope Educational Research Foundation in March and April, 1996.

Interrater reliability on the MSRP Program Quality Assessment, defined as the percentage of agreement between the trainer and trainees, was computed in two ways: as exact agreement (the trainer and trainee gave the same numerical rating) and close agreement (the trainer and trainee gave ratings within one point of each other). Interrater reliability was generally quite high. Exact agreement for the 18 trainees averaged 82.0% across the 73 items; close agreement averaged 97.6%.

As a part of the extensive MSRP evaluation, teachers or other program staff who were not directly trained to use the MSRP Program Quality Assessment completed self-assessments.

***Analyses of completed MSRP Program Quality Assessments***. Several statistical analyses were conducted on the MSRP Program Quality Assessment data. First, averages across the nine program areas assessed were calculated for both the extensive and intensive evaluation observations. This analysis provided a picture of overall program quality.

Additionally, programs were identified as low, medium and high quality, ratings of 1.00 - 2.99, 3.00 - 4.49 and 4.50 - 5.00, respectively, based on their average MSRP Program Quality Assessment ratings. This classification was also used in analyses correlating program quality with child outcome data.

Reliability analyses were conducted to ensure the instrument scales were valid and to assess the consistency of self- and observer-ratings. Reliability analyses included computing alpha-coefficients, conducting a factor analysis and correlating trained-observer ratings with self-ratings. Appendix C presents these reliability analyses of the PQA.

### High/Scope Child Observation Record (COR)

This evaluation used systematic observation to assess children's development in kindergarten. This assessment method is consistent with developmentally appropriate practice and provides, unlike standardized tests, measures of naturally occurring behavior in such areas as social relations and initiative (NAEYC, 1988; NAEYC/National Association of Early Childhood Specialists in State Departments of Education, 1991; Michigan State Board of Education, 1992; Schweinhart, 1993).

The *High/Scope Child Observation Record (COR)*was chosen as the child development assessment for the intensive evaluation. The COR's 30 items address important areas of child development – initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics; and there is evidence of its reliability and concurrent validity (Schweinhart, McNair, Barnes, & Larner, 1993). Further, the High/Scope Foundation has extensive experience training and supporting users of this instrument and using it in evaluative research (e.g., Epstein, 1993).

The COR was used in two ways in this evaluation. First, *MSRP teachers* at three of the intensive evaluation sites (a total of 5 programs) were trained in how to complete CORs, and completed these child observations at the end of the school year. Appendix B presents a summary of these data and other measures of child development completed during the preschool year at the intensive evaluation site programs. Second, *trained observers* completed a COR for each child in the intensive evaluation in kindergarten. Thus, observational assessments were completed during kindergarten for both MSRP and comparison (no-program) children. To complete the COR, two to four children per classroom were observed at any point in time, and an average of three school days were required to complete these four assessments. By observing each child over a three-day period, the evaluators maximized the opportunity that the diversity of COR behaviors would be observed.

***Observer training and data collection***. The trained observers were people with early childhood education experience who were identified at the six locations of the intensive evaluation. Most were practicing or substitute preschool or kindergarten teachers, special education teachers, retired teachers, or teachers' assistants. Training occurred at five locations prior to the beginning of the 1996-1997 school year.

Observers' training included the two-day workshop in the COR offered by High/Scope to teachers, followed by a third day of practice using the assessment method. A fourth day of training included completing a COR assessment in a classroom, which observers did in groups of two or three. This last day provided the evaluation with information to compute the interrater reliability of the data collectors.

Interrater reliability was computed as an exact match of observers' ratings to the group's ratings or a close match (allowing a difference of one rating level). On average, pairs of raters achieved an exact match on 74.0% of the ratings, and a close match on 94.0% of the ratings. Additionally, an average of 8.75 of 30 items could not be completed from one day's observation with the COR, which underscores the need for more than one day of observation to complete this assessment. As noted above, observations in the actual evaluation spanned three days.

***Analyses of completed CORs***. Statistical analyses of the kindergartners' CORs include a comparison of MSRP and no-program children's development. MSRP children's scores were included in these analyses if they attended the program for at least 100 days (out of an average program length of 151 days) during the 1996-1997 school year, to ensure the MSRP sample was representative of the intended program. A total of 12.2% of the MSRP sample children attended the program for fewer than 100 days during the 1995-1996 school year - always due to turnover in enrollment - and these children's ratings were not included in the analysis comparing MSRP and no-program children's outcome scores. These children's ratings were, however, included in the analyses comparing child outcomes and program quality because participants' attendance and retention can be considered a consequence of, if not a feature of, program quality. Additional analyses include correlations between CORs and PQAs for MSRP children to estimate the influence of program quality on child development, and correlations between the COR and the Child Development Rating (CDR) to confirm the validity of these assessments.

Appendix B presents a summary of preschool COR ratings of MSRP children at the end of the program year and observer-rated CORs of MSRP and comparison children in kindergarten, by intensive evaluation site.

### Child Development Rating

Kindergarten teachers provided global ratings of both program and comparison children participating in the intensive evaluation. Kindergarten teachers are well placed to assess children's "readiness for school participation." In the High/Scope Perry Preschool study (Weikart, Deloria, Lawser, & Wiegerink, 1970), ratings of children's school motivation, school potential, personal misconduct, and social misconduct by teachers in kindergarten through third grade approached statistical significance in discriminating the program group from the no-program group. Analysis of the congruence between teacher and observer ratings also provides a check for the validity and reliability of these assessments.

The *Child Development Rating* is an 11-item scale adapted from the *Pupil Behavior Inventory* (Vinter, Sarri, Vorwaller, & Schafer, 1966) and the *Ypsilanti Rating Scale* (Weikart et al., 1970). The kindergarten teachers completed the Child Development Rating for each child in the program group and the no-program group, without being informed as to which group a child belonged. The teachers rated children on 11 Likert scales with three levels: frequently, sometimes and infrequently. These items described positive behaviors that children might exhibit in the classroom: *Shows initiative, Has a good attendance record, Interested in school work, Gets along with other children, Gets along with teachers and other adults, Takes responsibility for dealing with own errors or problems, Retains learning well, Is cooperative, Completes assignments, Imaginative and creative in using materials,* and *Ready to learn and participate in school*. This assessment occurred approximately half-way through the kindergarten school year, when teachers were highly familiar with the children, even though the elapsed time since completing MSRP meant that the evaluators could not get an assessment of program effectiveness immediately at school entry. Child Development Ratings were completed between November 25, 1996 and April 18, 1997, with a total of 90% completed by the end of January, 1997. If anything, however, this data collection schedule made it more difficult to obtain significant results demonstrating program effects because it (a) allowed for the possibility of effects attenuating over several months and (b) provided several months for no-program children to "catch up" to their program peers.

***Data collection and statistical analyses***. Teachers were asked to read the instructions and complete the Child Development Rating for the children in the intensive evaluation, and teachers were not told to which group (MSRP or comparison) the children belonged. Teachers' ratings were later coded as numbers, with 1 being *infrequently*, 2 being *sometimes* and 3 being *frequently*. The Child Development Rating data analyses were similar to those conducted with the CORs: program and no-program children's ratings were compared using $t$-tests and $X^2$ analyses. In addition, for MSRP children, relationships were examined between program quality (PQA) ratings and teachers' child development ratings.

### School Record Reviews

In the intensive evaluation, the school district staff provided information from children's cumulative school records during preschool and at the end of kindergarten. These data include children's school attendance, program placements, teacher referrals, and parent-teacher conferences held and these data were collected for both the MSRP and comparison group children in kindergarten. Analyses of this information included group comparisons along these dimensions. No standardized tests had been administered to the kindergartners in this evaluation, and therefore such scores were not included in this evaluation.

School record information collected about the MSRP children's preschool year included documented risk factors that contributed to the children's eligibility for the program, and these data provide a description of the MSRP participants at these sites.

### Parent Interview

The intensive evaluation includes data on parents' participation in educational programs, parent-teacher groups and conferences and their educational activities with their children at home when they are aged 4 through 9. The evaluation obtained these data towards the end of the prekindergarten program year by having the MSRP teacher or another MSRP staff member administer a brief in-person or telephone interview to parents. Sources of items include instruments used in various High/Scope studies over the years, such as the Ypsilanti Head Start Family Service Center evaluation (Epstein & McAdoo, 1994), the Head Start Research Cooperative Panel's Longitudinal Case Studies Project, and parent interviews in High/Scope's longitudinal research studies (Schweinhart & Weikart, 1980). The interview has the following seven sections: satisfaction with program, parent involvement in program activities for children and parent participation in program activities for adults, communication between home and school, educational activities with the child at home, availability and use of program services, and expectations for child's future.

***Data collection and analyses***. A total of 719 parent/guardian interviews were completed by the MSRP teachers while the children attended the program. Analyses of these data included summary results and correlations of parent participation with child development. Parent/guardian interviews for MSRP and comparison children after the end of kindergarten have been collected and are being analyzed.

## *The Intensive Evaluation Sites*

The six intensive evaluation sites (comprised of eleven public school programs and one competitive grantee) are generally representative of the diversity of MSRP in terms of geographical location, urbanicity of setting, and whether the grantee is a public school district or a competitive grant agency. The following brief descriptions provide not only a picture of the programs contributing to this evaluation, but also the diverse manifestations of MSRP across grantees. In addition to narrative descriptions of the programs, Table 4 presents the features of each program: the number of children served, financial allocation, number of school days, stated curriculum model, and primary risk factors (both intended and actual). Appendix B lists the projected allocation by grantees of revenue from the 1995-1996 program grant applications. Appendix B also includes the names and addresses of site contact people.

**Detroit Public Schools.** The Detroit Public School district administers over 70 MSRP classrooms. Supervision is provided at the level of the school district, and the advisory committee is the Wayne County Community Inter-Agency Advisory Committee. District-wide inservice for early childhood education teachers occurs monthly, and many teachers receive general inservice training within their school. In the schools, many Detroit MSRP programs exist alongside Head Start and Title 1 preschool programs. Monthly meetings of MSRP teachers and parents occur at the schools, and the program attempts to maintain some administration at the local and community level.

The Detroit Public Schools' MSRP specifies four areas of program goals: Education, Parent Education and Involvement, Staff Development, and Health and Social Services. The objectives of these components were constructed at the school district level. Recruitment targets the families of children already attending a neighborhood elementary school and other families living in the school's immediate vicinity, because transportation is not included in the program. Because a majority of the MSRP children live in their school's neighborhood, these children are likely to be attending the same school for kindergarten and elementary school, which facilitates their transition to elementary school.

The MSRP evaluation in the Detroit Public Schools focuses on nine schools located throughout the district. The parent interviews were not completed in the Detroit Public Schools because of the time they would have required from teachers, and the child assessment conducted at this site was the Brigance checklist. The evaluation contact persons for the Detroit Public Schools MSRP were Dr. Doretha Traylor and Dr. Joanne Moore, both of whom recently retired.

**Table 4**
**Features of the 1995-1996 MSRP Programs in the Intensive Evaluation**

| MSRP Grantee | Size | | No. School Days[2] | Curriculum Model | Priority Risk Factors | Most Frequent Risk Factors[3] |
|---|---|---|---|---|---|---|
| | Children | Allocation[1] | | | | |
| Detroit Public Schools | 2,864 | $8,592,000 | 148 (134) | NAEYC Practices | Developmentally Immature, Low Income, Single Parent | Developmentally Immature, Low Birth Weight, Child Abuse/Neglect |
| Kalamazoo Public Schools | 342 | $1,026,000 | 185 (137) | High/Scope | Low Income, Teenage Parent, Low Family Education | Low Income, Rural/Segregated Housing, Family Density |
| Muskegon Public Schools | 214 | $642,000 | 190 (166) | Creative Curriculum | Teenage Parent, Low Family Education, Single Parent | Low Income, Single Parent, Teenage Parent |
| Wyoming Public Schools | 56 | $168,000 | 144 (113) | Creative Curriculum | Low Income, Family Density, Parent/Sibling Loss | Low Income, Single Parent, Family History of Academic Failure |
| Godwin Heights Public Schools | 34 | $102,000 | 120 | NAEYC Practices | Low Income, Single Parent, Unemployed Parents | |
| Godfrey Lee Public Schools | 19 | $57,000 | 120 | High/Scope | | |
| Gerrish-Higgins School District | 34 | $102,000 | 167 | "Developmental" | Low Income, Single Parent, Teenage Parent | |
| West-Branch Rose City Area Schools | 49 | $147,000 | 132 (115) | None Stated | Substance Abuse, Limited English, Family History of Delinquency | |
| Crawford AuSable School District | 32 | $93,000 | 190 | None Stated | Low Income, Rural/Segregated Housing, Family Density | |
| Houghton Lake Community Schools | 30 | $90,000 | 140 | MDE Curriculum Resource Book | Low Income, Single Parent, Language Deficiency | |
| Economic Opportunity Committee of St. Clair County | 108 | $324,000 | 128 (108) | High/Scope | Child Abuse/Neglect, Teenage Parent, Substance Abuse | Low Income, Single Parent, Nutritionally Deficient |

[1] Funding for 1995-1996 was $3,000 per child.

[2] First number is the number of days the program is in operation based on number of weeks reported in the application for funds, the second number is the median number of days children in our sample attended the program.

[3] Based on sample of MSRP children in the intensive evaluation.

**Kalamazoo Public Schools**. Kalamazoo schools' MSRP classrooms serve over 340 four-year-olds each year, in 19 classes. Classes meet five half-days a week. A second teacher fills in for the lead teacher one day every other week to create time for planning and home visits. Kalamazoo's MSRP teachers use the High/Scope curriculum model with an integrated cognitive/language based approach. Recruitment targets four-year-olds from low-income families not served by Head Start and younger siblings of children in compensatory education programs. Kalamazoo Public School district's MSRP administrators are confident they are reaching the majority of the four-year-olds eligible for MSRP who would not otherwise be enrolled in a preschool program.

Bussing is the primary form of transportation for a child in Kalamazoo Public Schools' MSRP. Bussing for desegregation purposes is court-mandated in Kalamazoo Public Schools, and children from MSRP attend any of 18 elementary schools for kindergarten.

The parent outreach program of the Kalamazoo Public Schools' MSRP is titled "Very Important Parents" or VIP. Much of the service delivery to parents is conducted by trained VIPs. The Work Sampling System is being implemented for assessment at this site.

**COOR Intermediate School District.** The COOR Intermediate School District (ISD) encompasses four counties and six school districts in the rural north of Michigan's lower peninsula: Crawford, Oscoda, Ogemaw and Roscommon counties. The evaluation at COOR ISD includes five classrooms in the following four school districts: Gerrish-Higgins, Houghton Lake, Crawford-AuSable, and West Branch-Rose City.

These school districts use the following intake criteria, in order of importance: Low income, single parent household, and rural residence. West Branch-Rose City also targets children from families with a history of substance abuse and a limited English environment. These programs operate four half-days a week.

**Muskegon Public Schools.** The Muskegon MSRP program serves 214 children and their families. Recruitment is conducted with a spring roundup and from referrals. Muskegon reports having a waiting list of eligible children. This program, like Kalamazoo's, has five half-days of classes. The parent component consists of weekly classes in which the parents observe positive adult-child interactions and conduct hands-on activities with their children in the classroom. The Muskegon program reports using the "Developmentally Appropriate, Child-Centered, Creative Curriculum," and much inservice training occurs within the district.

**Wyoming/Godwin Heights/Godfrey Lee/Kelloggsville Public Schools Consortium**. The Wyoming, Godwin Heights, Godfrey Lee and Kelloggsville consortium serves over 100 MSRP children. These programs do not provide transportation. Godwin Heights' classrooms integrate state-funded children with paying participants and recruits through mailings to district residents. Godwin Heights estimates that 80% of the four-year-olds in their jurisdiction are being served in their classrooms. Wyoming, Godwin Heights and Godfrey Lee program teachers received COR training as a part of this evaluation in Spring 1996. Kelloggsville Public Schools participated in the kindergarten year data collection, but their MSRP classrooms were not observed.

**Economic Opportunity Committee of St. Clair County**. The Economic Opportunity Committee of St. Clair County (EOC) manages an MSRP competitive grant site. Approximately 17% of all MSRP children are served by competitive site programs (i.e., programs that are not administered by a school district), so the inclusion of at least one such site in the intensive evaluation is important. The children enrolled in MSRP through EOC are in classes that also include Head Start children. Eleven classrooms have approximately 108 MSRP children, and additional children are served through the EOC home-based MSRP program.

EOC targets socially and economically disadvantaged children for enrollment, but the agency also recruits from referrals, children experiencing physical and/or sexual abuse, and children of teenage parents. EOC expends effort and funds to ensure that transportation and hot lunches are provided for program children. The High/Scope curriculum model is implemented, and the High/Scope Child Observation Record (COR) and Head Start On Site Program Review Instrument (OSPRI) are used for assessment of children and programs, respectively.

Efforts to facilitate transition to kindergarten are especially necessary for competitive MSRP agencies because these programs are not operated by the public schools. EOC transition-to-school activities include visits to kindergarten classrooms, workshops for parents, and sharing copies of children's records with the public school districts.

**Summary of Intensive Evaluation Sites**. The intensive evaluation sites differ in many ways: type of community, curriculum model, assessment procedures, provision of inservice training, transportation of children, classroom location (i.e., public school vs. elsewhere), number of class periods per week, eligibility criteria, and class constitution (i.e., MSRP, Head Start and paying participants). This diversity ensures a comprehensive evaluation that includes the myriad factors affecting MSRP grantees.

### *Intensive Evaluation Participants*

Children qualify for MSRP if at least two of the 24 risk factors listed in Table 6 can be documented for them. Additionally, at least 50% of a program's children are required to have low family income (i.e., qualifying a family for the Family Independence Agency (FIA) Unified Child Daycare program - approximately 195% federal poverty level) as one risk factor. High/Scope staff and the early childhood consultants from the Michigan Department of Education held focus groups at four technical assistance meetings throughout the state in spring of 1997 to discuss operationally defining the 24 risk factors. Currently, programs identify five factors from the list which they emphasize in recruitment, but definitions of these factors vary throughout the state, making the MSRP participant sample inconsistent. The Michigan Department of Education plans to develop program guidelines to standardize the definition and measurement of these risk factors by spring, 1998.

At the six sites, comparison children were identified based on two criteria: (a) They did not have a preschool program experience, though a few had been in a child care program, and (b) they came from low-income families (at a level qualifying them for the MSRP program, based on self-reported income on the Child and Family Background Questionnaire). Note that MSRP children have at least two risk factors whereas the comparison group children have at least one (coming from a low-income family), placing the program children in this evaluation at potentially greater risk of school failure than the comparison group. If anything, this difference makes evaluation results favoring the MSRP group that much harder to obtain. MSRP and comparison children were further selected if more than one child was in a kindergarten classroom. That is, with the observational data collection procedures of this evaluation, it was more efficient to observe children only if multiple children were in a classroom. If a child from either group was the only one in a kindergarten classroom, that child was often eliminated from the evaluation. Approximately 12 children per site were eliminated for this reason.

Overall, 351 children who participated in MSRP during the 1995-96 school year were identified at the intensive evaluation sites. In addition, 279 comparison children were identified from school records (at Muskegon), Child and Family Background Questionnaires (at the Detroit, Kalamazoo and COOR School Districts), or by kindergarten teachers' knowledge of prekindergarten experience and risk factor information (at the Wyoming/Godwin Heights/Godfrey Lee/Kelloggsville School District consortium). The numbers of children at each site appear in Table 2. There is not a statistically significant relationship between location and group at these six sites ($X^2_{(5, \underline{N}=642)} = 6.4$, non-significant), and thus site is not a confounding variable for any differences observed between the two groups.

### *Child Care Experience Prior to Kindergarten*

Child and Family Background Questionnaires were completed for 56% of the children in the evaluation. Table 5 shows the results of questions from this survey regarding children's school and daycare experiences in the 12 months prior to kindergarten. For three sites, this information was available for both MSRP and comparison children. Appendix B shows this information by site.

A sizable proportion (more than 30%) of MSRP children were getting wrap-around care and/or full-day child care at some time during the year prior to kindergarten, most often in a person's home. Only 20% of the comparison children had been in child care, but comparison children who were in child care also tended to be in daycare in the home of a neighbor, friend, or relative or the child's own home.

These data indicate that there is a demand for wrap-around or full-day child care, particularly with increasing pressure for parents to enter the workforce. While some children are receiving supervision in the home of a familiar person, use of child care centers and family day care homes is rare. This may be because child care centers are likely to be more expensive and require transporting the child, potential obstacles which are ameliorated by neighborhood home care.

The comparison group of children had not experienced a preschool program or any formal type of child care, and they are therefore expected to be at an academic and social disadvantage when entering kindergarten. The MSRP children, in contrast, experienced a school program and a proportion of these children had a history of additional child care.

## Table 5
## Experience of Intensive Evaluation Children Prior to Kindergarten

| Type of Program | Percentage of Children<br>MSRP<br>N=239 | <br>Comparison<br>N=168 |
|---|---|---|
| **Part-day program** [1] | **100%** | **1%** |
| MSRP | 100% | 0% |
| Head Start | 1% | 0% |
| Preprimary impaired program | 0% | 0% |
| Other public (school) program | 0% | 0% |
| Private program | 1% | 1% |
| **Part-day child care** | **31%** | **11%** |
| Child care center | 3% | 1% |
| Family day care home | 3% | 2% |
| Friend, neighbor or relative | 14% | 8% |
| In child's own home | 13% | 2% |
| **Full-day child care** | **12%** | **14%** |
| Child care center | 2% | 4% |
| Family day care home | 1% | 2% |
| Friend, neighbor or relative | 4% | 7% |
| In child's own home | 5% | 3% |
| **Percentage children with any child care experience** | **100%** | **20%** |

[1] Some children were enrolled in more than one kind of child care or preschool program during the twelve months prior to kindergarten.

### *Risk Factor Information*

On average, programs documented 3.74 risk factors for the MSRP children. Table 6 lists the percentage of MSRP children exhibiting each risk factor for the group as a whole. Appendix B presents this information at each evaluation site.

The risk factors are listed in Table 6 in the order of their frequency. Low family income is most frequently documented, overall, followed by a single parent household. Site variations in risk factor priorities are found in these data: Detroit Public Schools targeted developmentally immature children, EOC recruited nutritionally deficient children, and a large proportion of

Kalamazoo Public School children were from segregated areas.

While the risk factors provide a picture of the MSRP group, it is important to determine the comparability of the children without preschool. For this reason, we collected data on household composition and size, parent education, and household income from as many children in both groups as possible.

In the intensive evaluation, we collected background information on 56% of the MSRP and comparison children from the Child and Family Background Questionnaire. Summary family information about the two groups of children can be seen in Table 7. There were no significant differences between the two groups on any of the variables, confirming the comparability of the MSRP and comparison children on all background factors except program experiences. Moreover, comparison of study children with statewide data (Kids Count Data Book, 1997) demonstrate that those in both the MSRP and comparison groups are at risk relative to the state population as a whole.

**Table 6**
**Documented Risk Factors for MSRP Children in the Intensive Evaluation**

| **Risk Factor** | Percentage with Risk Factor |
|---|---|
| Low Family Income (18[1]) | 67.7% |
| Single Parent (16) | 39.6% |
| Rural or Segregated Housing (24) | 27.2% |
| Teenage Parent (21) | 26.4% |
| Family Density (19) | 23.0% |
| Low Parent/Sibling Educational Attainment (15) | 20.0% |
| Family History of Academic Failure (12) | 19.6% |
| Developmentally Immature (2) | 18.3% |
| Low Birth Weight (1) | 17.9% |
| Child Abuse or Neglect (3) | 16.6% |
| Unemployed Parents (17) | 13.6% |
| Parent/Sibling Loss by Death or Divorce (20) | 11.9% |
| Nutritionally Deficient (4) | 10.6% |
| Diagnosed Family Problems (14) | 10.6% |
| Other - approved by Michigan State Board of Education (25) | 7.2% |
| Diagnosed Handicapping Condition (6) | 6.8% |
| Child's Long-term or Chronic Illness (5) | 6.4% |
| Chronically Ill Parent or Sibling (22) | 5.5% |
| Violent Temperament (8) | 5.1% |
| No Stable Support System or Residence (7) | 5.1% |
| Limited English Speaking Household (11) | 3.8% |
| Language Deficiency or Immaturity (10) | 3.8% |
| Incarcerated Parent (23) | 2.6% |
| Substance Abuse or Addiction (9) | 2.1% |
| Family History of Delinquency (13) | 1.7% |

*Note.* Percentages are based on data regarding 235 MSRP children.

[1] Risk factor reference numbers used by the Michigan State Board of Education and MSRP grantees appear in parentheses.

### *Household Composition and Size*

Living in a single parent household is inversely correlated with National Assessment of Educational Progress (NAEP) scores, high school graduation rates and school grades (Pianta & Walsh, 1996; Natriello, McKill & Pallas, 1990). These effects remain even when household income is taken into account. In Michigan, 28% of families with children were headed by a single parent between the years 1993 and 1995 on average (tabulated from the 1984-1995 Current Population Survey, prepared by the Bureau of Labor Statistics and reported in Kids Count Data Book, 1997). Because the education of this large population of children is likely to be influenced by their family structure, MSRP includes coming from a single parent household as one of the 24 risk factors determining program eligibility.

Of the children in this evaluation for whom the information was available, 36.9% of the MSRP group and 38.8% of the comparison group children live in households without a father or male guardian. Additionally, 2.2% of the MSRP group and 1.5% of the comparison group children live in a household without a mother or female guardian. These groups are equivalent in their percentages of children from single- and two-parent families, by Pearson chi-square analyses. Summary family information about the two groups of children can be seen in Table 7.

Living in a large household has also been identified as a potential risk factor, particularly in combination with a low family income. For the evaluation sample, household size averaged 4.53 and 4.76 for the MSRP and comparison groups, respectively. The size of the household does not differ statistically between the two groups: $t_{(424)} = 1.46$, non-significant.

**Table 7**
**Family Demographics of the Intensive Evaluation**[1]

| Variable | MSRP Children (*N*=225) | Comparison Children (*N*=201) | Michigan's Children[2] (Kids Count Data Book, 1997) |
|---|---|---|---|
| Single Parent Families | 39.1% | 40.3% | 28% |
| Two-Parent Families | 60.9% | 59.7% | 72% |
| Mother/Female Guardian in the Home | 97.8% | 98.5% | |
| Father/Male Guardian in the Home | 63.1% | 61.2% | |
| Mother's Education (median) | high school | high school | |
| Father's Education (median) | high school | high school | |
| Mothers who are non-graduates | 22.8% | 23.9% | 11% of children living with parents who are high school dropouts |
| Fathers who are non-graduates | 19.6% | 28.0% | |
| Household Size (median) | 4 | 5 | |
| Household Income (median) | $15,600 | $15,600 | $39,700 for families with children |
| Percent of families living in poverty | 51.6% | 50.9% | 21% of children |

[1] The MSRP and comparison groups are statistically equivalent on these background variables, according to independent sample *t*-tests and Pearson chi-square tests.

[2] Michigan state statistics are taken from the *Kids Count Data Book* (1997) and percentages reflect a five-year average of the 1992-1996 Current Population Survey data of the U.S. Census Bureau, except percent of single parent families, which is a three-year average of 1993-1995 data from the same source. Dollar amounts in this column reflect 1993 dollar values.

### *Parents' Education*

Mother's education has been found to be a predictor of NAEP scores and high school graduation rates. Parents' education and a family history of not completing high school influences children's attitude toward and success in school (Pianta & Walsh, 1996; Natriello, McKill & Pallas, 1990). In the intensive evaluation, the median educational attainment was completion of high school or a GED for both the mothers and the fathers of the MSRP and comparison samples. (The average education attained by mothers was 12.0 and 12.0 years for the MSRP and comparison group, respectively. For fathers, the average education was 12.2 and 11.8 years for the MSRP and comparison group, respectively. No statistically significant differences between the groups were observed: for mother's education, $t_{(411)} = -.547$, non-significant; or for father's education, $t_{(274)} = 1.82$, non-significant.)

As shown in Table 7, 22.8% of the MSRP children's mothers and 19.6% of the MSRP children's fathers reported completing less than twelfth grade. For the comparison children's parents', 23.9% of the mothers and 28.0% of the fathers report less than a high school graduation equivalence of education. Differences in high school completion between the MSRP and comparison groups were not statistically significant: for mothers, $X^2$ ($N$ = 413) = 0.07, non-significant; and for fathers, $X^2$ ($N$ = 276) = 2.60, non-significant..

In Michigan, 11% of children live in families which have less than a high school graduation equivalence of education (based on a five-year average of the Current Population Survey results reported in Kids Count Data Book, 1997). As should be expected, the state's high school dropout rate is much lower than that of our evaluation sample's parents. This information is evidence that the MSRP programs in the intensive evaluation are successfully recruiting children who are educationally disadvantaged.

### *Family Income*

Poverty has been linked to a large number of undesirable outcomes in areas such as health, education, emotional well-being, and delinquency. Twenty-one percent of Michigan's children were living in poverty between 1992 and 1996, the most recent years for which this information is available (see Table 7). Appendix B shows the income of the evaluation participants at the various programs and the average income for their county. The average household incomes for the MSRP and comparison groups are $18,031 and $17,136, respectively. The income levels of the MSRP and comparison group families were not statistically different overall ($F_{(1,375)} = 0.415$, non-significant), though the study group income levels varied by site ($F_{(5,375)} = 4.78$, $p<.001$), and there was a site by group interaction ($F_{(5,375)} = 5.89$, $p<.001$). This site by group interaction reflects a difference at one site in which the comparison group has a $11,944 higher median income than the MSRP group and at two other sites the median MSRP group income was larger than the median comparison group income by $6,088 and $7,217.

A large percentage of the intensive evaluation children came from low-income families living in poverty levels: 51.6% of the MSRP group and 50.9% of the comparison group parents reported income levels at or below the 1996 poverty level. Again, this information suggests MSRP is serving high risk children.

### *Summary*

The MSRP grantees participating in the intensive evaluation are successfully recruiting high-risk children into their programs. Household composition, parents' education, and family income information suggest the majority of these children are disadvantaged. Indeed, MSRP children averaged 3.7 documented risk factors.

The comparison group of children was chosen to exhibit at least one risk factor: a low family income. Yet these children were found to be just as likely to exhibit other attributes placing them at risk for educational problems as the MSRP sample. These risk factors include coming from a single parent family, parents' education, and household size. Additionally, these children and their families did not have the opportunity to benefit from the social and academic preschool environment that the MSRP children experienced. Later in this report, the outcome measures of these two groups of children in kindergarten are presented and compared. The differences in child development between these two groups is attributed to the preschool experience of the MSRP group, given their comparability on other key sociodemographic dimensions.

## Results of the 1995-1997 Evaluation

### *Program Quality*

***Program Quality Assessment in the Intensive Evaluation.*** Trained observers using the PQA assessed 49 classrooms at the intensive evaluation sites. The percentages of classrooms receiving ratings that were high (average ratings of 4.50 to 5.00), medium (3.00 to 4.49) and low (1.00 to 2.99) were computed. Overall, 50.0% of classrooms achieved a total average rating of high quality, 50.0% received a medium quality rating, and 0.0% received a low quality rating, indicating that MSRP is doing a very good job but there still remains substantial room for improving program quality from medium to high.

Figure 2 presents the percentage of classrooms at the intensive evaluation sites receiving high, medium and low quality ratings in each area of the PQA. Programs as a whole were strongest in ***Parent/family involvement, Uses of funding*** and ***Population access***. Areas in which the most programs need improvement (i.e., fewer than half of them were rated as high quality) include ***Learning environment*** and ***Instructional staff***. Additionally, some programs received low ratings in the following areas: ***Program philosophy, Curriculum, Advisory council, and Administration and supervision***. Average ratings for the program areas appear in Table 8.

**Figure 2. MSRP Program Quality in the Intensive Evaluation**

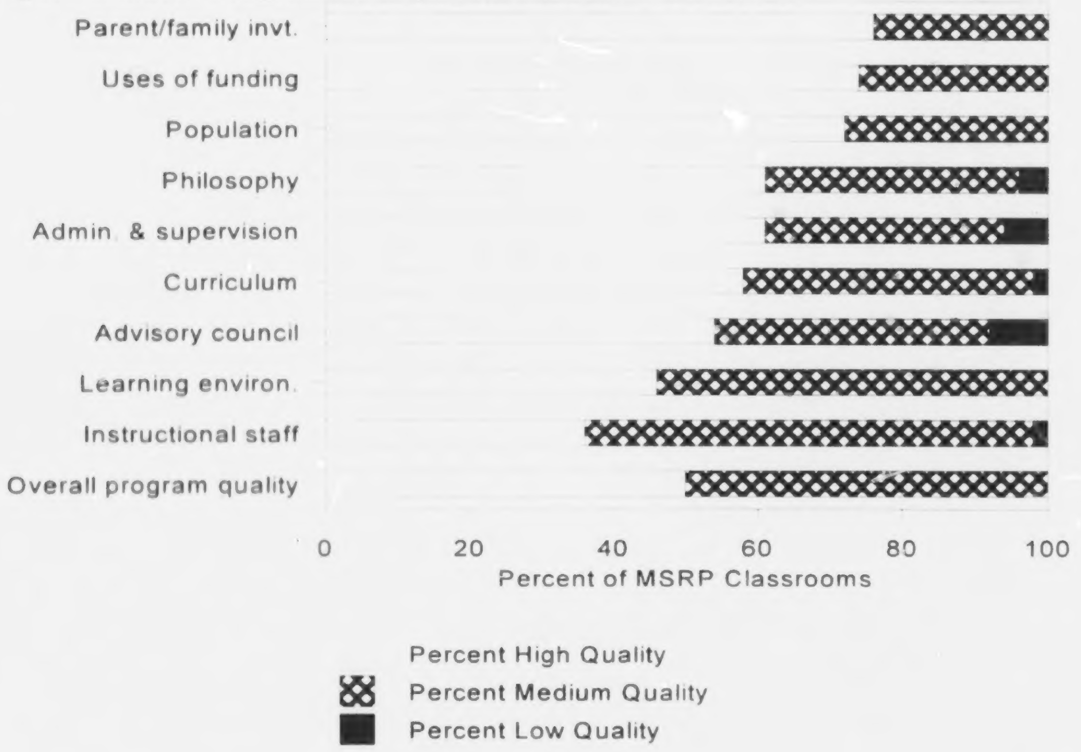

Table 9 presents the results for each item of the PQA. The *items* receiving the **highest average ratings** on a 1 to 5 scale were the following (average rating and PQA area are in parentheses):

- Children's basic physical needs are met (Average rating = 4.92; Curriculum)
- The program has extended periods of free play during which children can initiate activities and carry out their intentions (Average rating = 4.86; Curriculum)
- There is continuity in the instructional staff (Average rating = 4.86; Instructional staff)
- Inservice training is based on a consistent curriculum that combines a theoretical perspective with practical application (Average rating = 4.84; Instructional staff)
- Inservice training is relevant to early childhood development and early childhood program practices (Average rating = 4.83; Instructional staff)

The MSRP PQA *items* receiving the **lowest average ratings** are the following (average rating and PQA area are in parentheses):

- Instructional staff are affiliated with a local, state, and/or national early childhood professional organization (Average rating = 2.53; Instructional staff)
- Children participate in resolving conflicts (Average rating = 3.74; Curriculum)
- Staff record and discuss anecdotal notes as the basis for planning for individual children (Average rating = 3.77; Curriculum)
- Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods (Average rating = 3.78; Administration and supervision)
- Outdoor play space (at or near the program site) accommodates various types of play (Average rating = 3.86; Learning environment)

These results indicate the MSRP classrooms can be improved in the areas of ***Instructional staff development, Curriculum, Child assessment*** and ***Supervision***, in particular.

**Table 8**
**MSRP Program Quality Assessment Results in the Intensive Evaluation**

| Program Area | Mean | Std. Deviation |
|---|---|---|
| Population Access | 4.54 | .54 |
| Parent Involvement | 4.53 | .48 |
| Funding | 4.48 | .70 |
| Curriculum | 4.40 | .55 |
| Learning Environment | 4.40 | .50 |
| Philosophy | 4.39 | .80 |
| Instructional Staff | 4.34 | .37 |
| Admin. & Supervision | 4.25 | .89 |
| Advisory Council | 4.21 | .83 |
| PQA Total | 4.39 | .42 |

*Note*. Means are calculated from a sample of 49 classrooms, and PQA items are scored on a scale from 1 (low) to 5 (high).

***Public School vs. Agency Programs in the Intensive and Extensive Evaluations***. Some MSRP grantees are funded by competitive grants from the Department of Education Appropriation Act. These agencies are mostly social service agencies, hospital or university affiliated schools, or other preschools. Forty-one percent of these agencies also serve children using Head Start grants. Approximately 17% of MSRP children received services through competitive agency programs during the 1995-1996 school year. The rest of MSRP programs are funded through the State Aid Act, administered by public school districts.

Structural variations in competitive grantee programs exist. In some cases, the competitive grantees work closely with a local school district and receive inkind contributions such as classroom space, transportation or other public school services for its children. In other cases, the agency is aligned with a local Head Start program and can enhance their MSRP program with the education content, community outreach and parent involvement components of Head Start. The ingenuity of competitive programs in meeting their needs in terms of connecting families with community services and the public schools is striking. With these variations in competitive programs, it is important to note that the intensive evaluation included one competitive program (the Economic Opportunity Committee of St. Clair County). One difference that has been replicated in the 1995-1996 and 1996-1997 extensive evaluations is that the

Advisory Council program area is rated higher at competitive programs than at school district programs ($t_{(47)} = 3.98, p < .001$). One possible explanation for this finding is that competitive MSRP programs are likely to have more ties to other community service agencies of the kind that comprise the Advisory Council. A competitive site might be in a better position to connect community service agencies into a coherent group that can perform as an MSRP advisory council.

**Table 9**
**Program Quality Assessment Results by Item from the Intensive Evaluation[1]**

| | Rating | | |
|---|---|---|---|
| **Category and Item** | High | Med | Low |
| *Philosophy* | | | |
| 1. The program has a comprehensive written philosophy | 84% | 16% | 0% |
| 2. The development, review and dissemination of the program philosophy involves many members of the staff and community | 55% | 41% | 4% |
| *Population access* | | | |
| 3. The program has a fully developed recruitment plan. | 82% | 12% | 6% |
| 4. The program or its host agency provides diagnostic and special education services for special needs children. | 84% | 16% | 0% |
| 5. The program has an attendance policy. | 92% | 4% | 4% |
| 6. The program is accessible to all populations. | 48% | 40% | 12% |
| *Curriculum* | | | |
| 7. Children's basic physical needs are met. | 92% | 8% | 0% |
| 8. Children's separation from home is handled with sensitivity and respect. | 66% | 34% | 0% |
| 9. Adults create a warm and caring atmosphere for children. | 68% | 32% | 0% |
| 10. Adults establish a consistent daily routine for children. | 88% | 12% | 0% |
| 11. Adults encourage children to interact and turn to each other for assistance throughout the day. | 58% | 40% | 2% |
| 12. The program has extended periods of free play during which children can initiate activities and carry out their intentions. | 88% | 12% | 0% |
| 13. Adults participate as partners in children's play. | 58% | 40% | 2% |
| 14. The program offers materials and activities in all areas of development: aesthetic, emotional, social, cognitive, language, physical, and sensory. | 64% | 34% | 2% |
| 15. Activities and materials provide positive, nonsexist, and multicultural experiences and role models. | 48% | 46% | 6% |
| 16. The classroom provides a wide variety of manipulative materials in all areas. | 68% | 32% | 0% |

| | Rating | | |
|---|---|---|---|
| **Category and Item** | High | Med | Low |
| 17. Activities are designed to involve a variety of senses | 70% | 26% | 4% |
| 18. Adult-initiated activities (small- and large-group times) accommodate a range of children's interests and levels of development. | 58% | 34% | 8% |
| 19. Materials are arranged, labeled, and accessible to children. | 34% | 60% | 6% |
| 20. Open-ended materials are varied and plentiful. | 84% | 16% | 0% |
| 21. Children have opportunities to solve problems and act independently. | 46% | 46% | 8% |
| 22. Children participate in resolving conflicts. | 30% | 58% | 12% |
| 23. Children can explore and acquire skills at their own developmental level and pace. | 60% | 36% | 4% |
| 24. Children have opportunities to repeat activities and practice skills. | 68% | 28% | 4% |
| 25. Children are individually acknowledged for their accomplishments. | 58% | 30% | 12% |
| 26. Children are not penalized, pressured, shamed, or compared unfavorably with classmates. | 66% | 32% | 2% |
| 27. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next. | 64% | 28% | 8% |
| 28. Staff record and discuss anecdotal notes as the basis for planning for individual children. | 23% | 62% | 15% |
| 29. Staff regularly complete a child observation measure of proven reliability and validity. | 74% | 20% | 6% |
| 30. Staff maintain records on all children. | 74% | 26% | 0% |
| 31. Children make plans and carry out their own ideas throughout the day. | 68% | 30% | 2% |
| 32. Adults encourage children's initiatives throughout the day. | 64% | 28% | 8% |
| 33. Adults encourage children to review their activities and share with others what they have done and learned. | 49% | 43% | 8% |
| 34. Adults invite child language by offering comments, asking open-ended questions, and seeking children's opinions. | 58% | 34% | 8% |
| 35. Language from children predominates throughout the day. | 56% | 36% | 8% |
| *Learning environment* | | | |
| 36. The classroom provides a safe and healthy environment for children. | 78% | 20% | 2% |
| 37. The room is divided into well-defined and logically located interest areas/centers with adequate space for each area and easy accessibility between areas. | 60% | 40% | 0% |

| Category and Item | Rating<br>High | <br>Med | <br>Low |
|---|---|---|---|
| 38. Outdoor play space (at or near the program site) accommodates various types of play. | 45% | 43% | 12% |
| *Advisory council* | | | |
| 39. The program has an advisory council with the appropriate community membership; the membership roster us available to the public. | 52% | 40% | 8% |
| 40. The advisory council follows the recommended operating procedures. | 55% | 39% | 6% |
| 41. The advisory council performs all appropriate program oversight and community relations functions. | 51% | 45% | 4% |
| *Parent/family involvement* | | | |
| 42. The program provides a variety of opportunities for parents to become involved in the program. | 76% | 24% | 0% |
| 43. Parents are encouraged to participate in program activities with children. | 68% | 28% | 4% |
| 44. Staff share information about the curriculum with parents. | 78% | 22% | 0% |
| 45. Staff share information with parents about how they can promote and extend their children's learning and social development at home. | 72% | 28% | 0% |
| 46. Staff and parents interact informally to share information about the day's activities and children's experiences. | 60% | 40% | 0% |
| 47. Staff members visit families and schedule formal meetings (parent conferences) to share information with parents and seek input about the program and their children's development. | 60% | 40% | 0% |
| 48. Parents are represented on program advisory and/or policy-making committees. | 67% | 6% | 27% |
| 49. Parents receive referrals and have access to supportive services as needed. | 78% | 18% | 4% |
| *Uses of funding* | | | |
| 50. Funds are provided to maintain a safe and well-equipped classroom. | 62% | 38% | 0% |
| 51. Funds are used to employ staff with appropriate training and experience. | 76% | 24% | 0% |
| 52. Funds are used to support staff development. | 73% | 27% | 0% |
| 53. Funds are used to support parent involvement and family oriented activities. | 57% | 43% | 0% |
| *Administration and supervision* | | | |
| 54. The early childhood specialist has appropriate education and training. | 69% | 25% | 6% |
| 55. The early childhood specialist has relevant and appropriate experience. | 69% | 24% | 6% |
| 56. The early childhood specialist is affiliated with a local, state, and/or national early childhood professional organization. | 63% | 8% | 29% |

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| | | Rating | |
|---|---|---|---|
| **Category and Item** | High | Med | Low |
| 57. The early childhood specialist participates in ongoing professional development activities. | 84% | 4% | 12% |
| 58. The early childhood specialist provides leadership in coordinating program activities with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten. | 59% | 30% | 11% |
| 59. Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. | 25% | 61% | 14% |
| 60. Supervisors observe teaching staff in the program setting and provide them with feedback about their performance. | 67% | 29% | 4% |
| *Instructional staff* | | | |
| 61. Instructional staff have the appropriate education and training. | 49% | 51% | 0% |
| 62. The early childhood teacher has relevant job experience. | 76% | 18% | 6% |
| 63. Supplementary staff and non-paid personnel are appropriately screened, oriented/trained, assigned appropriate duties, and supervised/evaluated. | 33% | 59% | 8% |
| 64. Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. | 14% | 39% | 47% |
| 65. Instructional staff participate in ongoing professional development activities. | 89% | 8% | 4% |
| 66. Inservice training is based on a consistent curriculum that combines a theoretical perspective with practical application. | 88% | 12% | 0% |
| 67. Inservice training is relevant to early childhood development and early childhood program practices. | 88% | 10% | 2% |
| 68. Inservice training is conducted by individual(s) who provide continuity and consistency in an ongoing training process. | 57% | 41% | 2% |
| 69. Inservice training involves active, participatory, hands-on learning by adults. | 78% | 20% | 2% |
| 70. Inservice training provides opportunities for reflection and sharing among staff members. | 71% | 27% | 2% |
| 71. Based on enrollment, the classroom has a staff:child ratio of no more than 1:8. | 60% | 40% | 0% |
| 72. There is continuity in the instructional staff. | 88% | 12% | 0% |
| 73. Instructional staff use a team teaching model, with adults sharing responsibility for curriculum planning and implementation. | 16% | 80% | 4% |

*Note.* These percentages reflect 49 classrooms assessed by trained observers at the six evaluation sites.
[1] Ratings were coded as follows: a 1 or 2 rating was considered Low Quality, a 3 or 4 rating was considered Medium Quality, and a 5 was considered High Quality.

***Program Quality Assessment in the Extensive Evaluation.*** MSRP teachers and supervisors throughout the state completed 642 MSRP Program Quality Assessments as a part of the extensive evaluation. Appendix A presents the results of the extensive evaluation, and compares these with the intensive evaluation findings. The overall correlation of self-ratings of program classrooms by teachers or supervisors with trained observer-ratings on the PQA is positive: $r(37) = .492$, $p < .01$, 2-tailed. Additionally, scores for eight of the nine areas of the PQA displayed significant, positive correlations between self- and observer-assessments. Instructional staff (i.e., questions regarding teacher qualifications and training) is the one area in which the correlation, while also positive, was not statistically significant. Overall, the correlations between the self- and observer-ratings are high, and the two methods of assessment reveal the same trends. However, the self-ratings were generally elevated compared to observer-ratings: the total PQA average was 4.61 (standard deviation = .32) for the self-ratings, and 4.40 (standard deviation = .42) for the observer-ratings. Appendix C presents reliability and validity analyses of the PQA results that include these correlations.

Particularly in the areas of ***Parent/Family Involvement*** and ***Curriculum***, a large percentage of teachers rated their programs as high quality. But even on the self-assessments, areas in need of improvement emerge. Teachers rated fewer than 60% of the programs high quality in the areas of ***Instructional Staff*** and ***Advisory Council***, and trained observers also indicated that these areas need development at the intensive evaluation sites. Teachers expressed their programs' ***lack of curriculum supervision and cohesive inservice training***, as well as a need to improve ***staff planning from anecdotal notes and staff affiliation with professional organizations***. A complete presentation of the PQA results for the extensive evaluation, by item, appears in Appendix A.

### *Child Development at Kindergarten in the Intensive Evaluation*

Children in the intensive evaluation were assessed in kindergarten using two measures: Child Development Ratings (CDRs) completed by kindergarten teachers and Child Observation Records (CORs) completed by trained observers. Student record information was also collected at the end of the kindergarten school year. The results of these child outcome assessments are presented here, and these statistics for each of the evaluation sites appear in Appendix B.

#### *Teacher Ratings*

Kindergarten teachers, who had spent at least two-and-one-half months with the children, were asked to complete an 11-item rating scale by choosing a response of *frequently, sometimes* or *infrequently* for each behavior listed. Teachers were not told to which group a child belonged, though it is not clear whether this information would have biased teachers' ratings in favor of one group and not the other. Table 10 lists the percentage of children from the MSRP and comparison groups receiving these ratings for each item. MSRP children received significantly higher scores than comparison group children on four items:

- Shows initiative
- Retains learning well
- Completes assignments
- Imaginative and creative in using materials

Two additional items' ratings were nearly statistically significant: Has a good attendance record; and Interested in school work. The Pearson chi-square values for these items appear in Table 10.

Average ratings were calculated by converting responses as follows: infrequently, sometimes and frequently were assigned values 1, 2, and 3, respectively, and these appear in Table 2. MSRP children, on the whole, received higher ratings than did comparison group children: $t_{(397)} = 2.75, p < .01$.

In conclusion, MSRP children exhibited behaviors more conducive to their learning in kindergarten (e.g., completing assignments and retaining learning) than similar children without a preschool experience. These ratings were made by kindergarten teachers who had spent an average of four months with the children, and the amount of time before the assessment varied from two-and-one-half to seven months. The fact that these effects were observed even on assessments collected after the school year was half over affirms the conclusion of MSRP's positive, lasting influence. These results strongly support the conclusion that MSRP provides children with experiences which promote their readiness to learn in kindergarten. In particular, the items assessing retention of learning and completing assignments can be considered important precursors to learning in school.

**Table 10**
**Child Development Rating Results for the MSRP and Comparison Groups by Item in the Intensive Evaluation**

| Item | | MSRP Group ($N$=242) | Comparison Group ($N$=178) | Pearson Chi-square Value | $p$-value |
|---|---|---|---|---|---|
| **1. Shows initiative** | Frequently | 53% | 41% | $X^2 = 8.13$ | $p < .05$ |
| | Sometimes | 35% | 40% | | |
| | Infrequently | 11% | 19% | | |
| **2. Has a good attendance record** | Frequently | 80% | 72% | $X^2 = 5.87$ | |
| | Sometimes | 15% | 17% | | |
| | Infrequently | 5% | 11% | | |
| **3. Interested in school work** | Frequently | 69% | 60% | $X^2 = 5.23$ | |
| | Sometimes | 28% | 33% | | |
| | Infrequently | 3% | 7% | | |
| **4. Gets along with other children** | Frequently | 78% | 78% | $X^2 = 0.33$ | |
| | Sometimes | 19% | 19% | | |
| | Infrequently | 3% | 3% | | |
| **5. Gets along with teachers and other adults** | Frequently | 87% | 86% | $X^2 = 0.57$ | |
| | Sometimes | 12% | 13% | | |
| | Infrequently | 1% | 1% | | |
| **6. Takes responsibility for dealing with own errors or problems** | Frequently | 54% | 45% | $X^2 = 3.74$ | |
| | Sometimes | 34% | 39% | | |
| | Infrequently | 12% | 16% | | |
| **7. Retains learning well** | Frequently | 60% | 47% | $X^2 = 7.61$ | $p < .05$ |
| | Sometimes | 27% | 32% | | |
| | Infrequently | 13% | 21% | | |

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| | | | | | |
|---|---|---|---|---|---|
| **8. Is cooperative** | Frequently | 76% | 79% | $X^2 = 2.28$ | |
| | Sometimes | 21% | 17% | | |
| | Infrequently | 3% | 5% | | |
| **9. Completes assignments** | Frequently | 79% | 67% | $X^2 = 8.34$ | $p < .01$ |
| | Sometimes | 16% | 24% | | |
| | Infrequently | 5% | 10% | | |
| **10. Imaginative and creative in using materials** | Frequently | 56% | 39% | $X^2 = 12.85$ | $p < .01$ |
| | Sometimes | 32% | 43% | | |
| | Infrequently | 11% | 18% | | |
| **11. Ready to learn and participate in school** | Frequently | 70% | 62% | $X^2 = 3.58$ | |
| | Sometimes | 25% | 29% | | |
| | Infrequently | 6% | 10% | | |

*Note.* Some percentages add to slightly more or less than 100 due to rounding.

### Table 11
### Average scores on Child Development Rating items for MSRP and Comparison children in the Intensive Evaluation

| Child Development Rating Scale Item | Average (Standard Deviation)[1] MSRP $N = 242$ | Average (Standard Deviation)[1] Comparison $N = 178$ | *t*-value |
|---|---|---|---|
| 1. Shows initiative | 2.42 (.69) | 2.22 (.75) | 2.87** |
| 2. Has a good attendance record | 2.75 (.54) | 2.61 (.67) | 2.37* |
| 3. Interested in school work | 2.66 (.54) | 2.53 (.63) | 2.22* |
| 4. Gets along with other children | 2.76 (.49) | 2.75 (.51) | 0.19 |
| 5. Gets along with teachers and other adults | 2.85 (.39) | 2.86 (.37) | -0.11 |
| 6. Takes responsibility for dealing with own errors or problems | 2.42 (.70) | 2.28 (.73) | 1.92 |
| 7. Retains learning well | 2.47 (.71) | 2.26 (.79) | 2.78** |
| 8. Is cooperative | 2.74 (.49) | 2.74 (.53) | -0.05 |
| 9. Completes assignments | 2.74 (.54) | 2.57 (.66) | 2.87** |
| 10. Imaginative and creative in using materials | 2.45 (.69) | 2.21 (.73) | 3.48*** |
| 11. Ready to learn and participate in school | 2.64 (.59) | 2.52 (.67) | 1.89 |
| Child Development Rating Scale Average | 2.63 (.40) | 2.51 (.45) | 2.75** |

[1] Ratings were converted to numbers as follows: 1 = Infrequently, 2 = Sometimes, and 3 = Frequently.

*$p < .05$, two-tailed

**$p < .01$, two-tailed

***$p < .001$, two-tailed

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### *Observer Ratings*

High/Scope Child Observation Records (CORs) were completed by trained observers who spent 3 class periods observing each child. Table 12 shows the results of each item of this assessment in the MSRP and comparison groups, along with the results of $t$-test analyses for differences in scores between the two groups.

MSRP children were significantly more advanced in all six areas of child development assessed by the COR: Initiative, Social relations, Creative representation, Music and movement, Language and literacy, and Logic and mathematics (see Figure 3). Furthermore, on all 30 of the COR items, MSRP children were rated as more advanced than the comparison children, and differences on 19 of these 30 items are statistically significant by $t$-tests. The COR and the CDR ratings were highly correlated in all COR areas (for the overall COR with the CDR, $r(N = 287) = .335, p < .01$).

These results demonstrate that as a result of attending the MSRP program during the year prior to kindergarten, children are significantly more advanced socially and academically than they would have been otherwise, as rated by trained observers (COR assessments) and the children's teachers (CDR assessments).

**Figure 3. Child Development rated by trained observers**

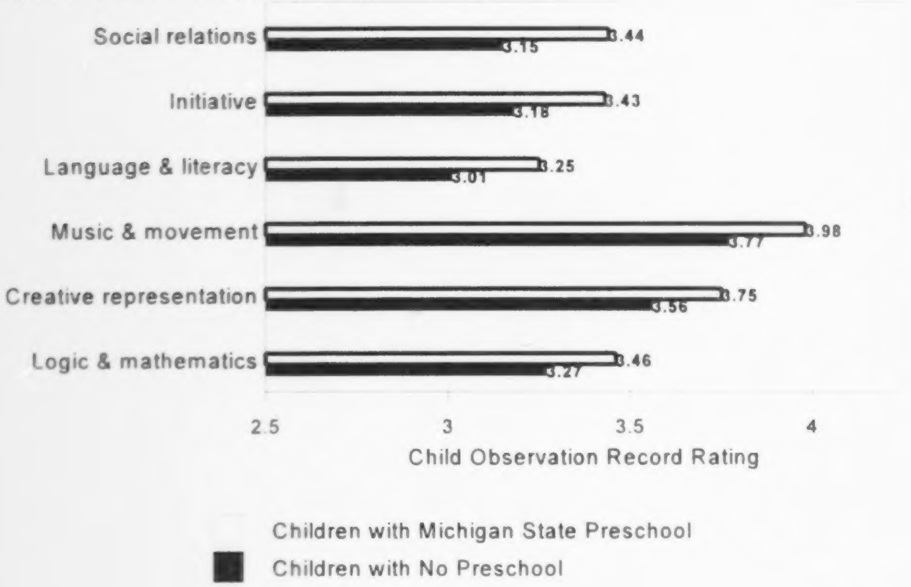

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**Table 12**

**Average scores on the Child Observation Record (COR) completed by trained observers**

| COR Item | Average (Std. Deviation)$^1$ MSRP $N$=229 | Comparison $N$=201 | $t$-statistic | Significance |
|---|---|---|---|---|
| A. Expressing choices | 2.93 (.81) | 2.77 (.82) | $t_{(381)} = 2.00$ | $p < .05$ |
| B. Solving problems | 3.52 (.87) | 3.21 (.85) | $t_{(350)} = 3.33$ | $p < .001$ |
| C. Engaging in complex play | 3.67 (1.11) | 3.23 (1.18) | $t_{(362)} = 3.69$ | $p < .001$ |
| D. Cooperating in program routines | 3.68 (.95) | 3.44 (.86) | $t_{(426)} = 2.67$ | $p < .01$ |
| E. Relating to adults | 3.36 (.89) | 3.03 (.81) | $t_{(425)} = 4.0$ | $p < .001$ |
| F. Relating to other children | 3.86 (.89) | 3.51 (.88) | $t_{(425)} = 4.16$ | $p < .001$ |
| G. Making friends with other children | 3.00 (1.07) | 2.80 (.97) | $t_{(401)} = 1.98$ | $p < .05$ |
| H. Engaging in social problem solving | 3.64 (1.32) | 3.12 (1.35) | $t_{(347)} = 3.58$ | $p < .001$ |
| I. Understanding and expressing feelings | 3.41 (1.03) | 3.26 (.98) | $t_{(315)} = 1.37$ | |
| J. Making and building | 3.96 (.91) | 3.74 (.85) | $t_{(334)} = 2.30$ | $p < .05$ |
| K. Drawing and painting | 3.91 (1.07) | 3.70 (1.04) | $t_{(390)} = 1.91$ | |
| L. Pretending | 3.31 (1.01) | 3.13 (.99) | $t_{(330)} = 1.60$ | |
| M. Exhibiting body coordination | 4.12 (1.08) | 3.74 (1.20) | $t_{(411)} = 3.37$ | $p < .001$ |
| N. Exhibiting manual coordination | 4.48 (.90) | 4.37 (.89) | $t_{(421)} = 1.17$ | |
| O. Imitating movements to a steady beat | 3.97 (1.08) | 3.69 (1.14) | $t_{(388)} = 2.52$ | $p < .05$ |
| P. Following music and movement directions | 3.35 (.85) | 3.18 (.94) | $t_{(397)} = 1.87$ | |
| Q. Understanding speech | 4.02 (.95) | 3.80 (.98) | $t_{(427)} = 2.33$ | $p < .05$ |
| R. Speaking | 3.35 (.85) | 3.07 (.87) | $t_{(422)} = 3.30$ | $p < .001$ |

| COR Item | Average (Std. Deviation)[1] |  | *t*-statistic | Significance |
|---|---|---|---|---|
|  | **MSRP**<br>*N*=229 | **Comparison**<br>*N*=201 |  |  |
| S. Showing interest in reading activities | 3.42 (1.10) | 2.93 (1.11) | $t_{(420)} = 4.53$ | $p < .001$ |
| T. Demonstrating knowledge about books | 3.12 (1.09) | 2.90 (1.00) | $t_{(387)} = 2.08$ | $p < .05$ |
| U. Beginning reading | 2.47 (.88) | 2.28 (.65) | $t_{(419)} = 2.56$ | $p < .05$ |
| V. Beginning writing | 3.12 (.49) | 3.02 (.58) | $t_{(424)} = 1.91$ |  |
| W. Sorting | 3.02 (.99) | 2.68 (.88) | $t_{(347)} = 3.37$ | $p < .001$ |
| X. Using the words *not*, *some*, and *all* | 3.08 (.89) | 2.90 (.86) | $t_{(311)} = 1.82$ |  |
| Y. Arranging materials in graduated order | 2.65 (1.17) | 2.32 (1.03) | $t_{(272)} = 2.54$ | $p < .05$ |
| Z. Using comparison words | 3.67 (1.02) | 3.49 (1.04) | $t_{(346)} = 1.62$ |  |
| AA. Comparing numbers of objects | 3.31 (1.27) | 3.00 (1.42) | $t_{(287)} = 1.91$ |  |
| BB. Counting objects | 4.61 (.53) | 4.46 (.78) | $t_{(411)} = 2.25$ | $p < .05$ |
| CC. Describing spatial relations | 3.14 (.95) | 3.13 (.82) | $t_{(361)} = 0.02$ |  |
| DD. Describing sequence and time | 3.63 (1.48) | 3.38 (1.47) | $t_{(306)} = 1.53$ |  |
| **COR Scales:** |  |  |  |  |
| **I. Initiative** | 3.43 (.64) | 3.18 (.65) | $t_{(427)} = 4.00$ | $p < .001$ |
| **II. Social Relations** | 3.44 (.69) | 3.15 (.65) | $t_{(426)} = 4.49$ | $p < .001$ |
| **III. Creative Representation** | 3.75 (.72) | 3.56 (.69) | $t_{(417)} = 2.83$ | $p < .01$ |
| **IV. Music and Movement** | 3.98 (.67) | 3.77 (.74) | $t_{(426)} = 3.18$ | $p < .01$ |
| **V. Language and Literacy** | 3.25 (.61) | 3.01 (.53) | $t_{(428)} = 4.37$ | $p < .001$ |
| **VI. Logic and Mathematics** | 3.46 (.68) | 3.27 (.68) | $t_{(427)} = 2.98$ | $p < .01$ |
| **Overall COR (Scales I-VI)** | 3.55 (.50) | 3.32 (.45) | $t_{(428)} = 4.89$ | $p < .001$ |

[1] Ratings range from low to high on a scale of 1 to 5.

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### *Program Quality and Child Outcomes*

Figure 4 shows overall COR scores for programs of medium and high levels of quality in the nine PQA areas. Analyses of variance also revealed a significant effect of program quality on COR scores in the areas of Uses of funding ($F_{(1, 37)} = 10.53$, $p < .01$), Administration and supervision ($F_{(1, 37)} = 10.40$, $p < .01$) and Philosophy ($F_{(1, 37)} = 9.13$, $p < .01$).

Correlations between child observations and program quality were calculated, and these appear in Table 13. The program areas of ***Philosophy***, ***Uses of funding***, and ***Administration and supervision*** were significantly positively correlated with child observation scores. These three facets of program quality were significantly correlated with ratings in the following child development areas: Initiative, Social relations, and Logic and mathematics. Out of these 80 correlations between program quality and child development ratings, eighteen significantly positive correlations and two significantly negative correlation emerged. A surprising negative correlation was found between curriculum and creative representation; that is, there was an inverse relationship between the developmental appropriateness of a program's curriculum model and such children's activities as making and building projects, using materials and pretending. A negative correlation between the Advisory council and the Child Development Rating was also found. These results contradict the field's beliefs about developmentally appropriate early childhood programs (Epstein, 1993; Barnett, 1995) and require further testing to see if they are replicated before drawing conclusions. There is some indication that the creative representation scale of the COR may be less reliable than other COR scales (see, for example, Table C6) suggesting that the negative results may be an artifact of a measurement problem. Teacher ratings on the CDR resulted in significantly higher scores for MSRP children than for comparison children on being "imaginative and creative in using materials," which further calls into question the COR Creative representation scale.

**Table 13**
**Correlations of Program Quality Ratings with Child Observation Ratings**

| Program Area | Total COR | Initiative | Social Relations | Creative Repre-sentation | Music and Move-ment | Lang. & Literature | Logic & Mathe-matics | Child Devt. Rating |
|---|---|---|---|---|---|---|---|---|
| **Philosophy** | **.45**** | **.45**** | **.33*** | **.06** | **.25** | **.33*** | **.65**** | **.06** |
| Population access | .23 | .13 | .18 | -.02 | .30 | .30 | .24 | .05 |
| Curriculum | -.12 | -.03 | -.17 | -.36* | .01 | .04 | 0.00 | -.11 |
| Learning environment | -.12 | -.10 | -.25 | .01 | .12 | -.11 | -.20 | -.21 |
| Advisory council | -.06 | .03 | -.05 | -.09 | -.08 | .26 | -.19 | -.37* |
| Parent involvement | .17 | .29 | .12 | -.05 | .10 | .32* | .16 | -.04 |
| **Uses of funding** | **.47**** | **.37*** | **.35*** | **.13** | **.31*** | **.27** | **.67**** | **.30** |
| **Administration & supervision** | **.47**** | **.46**** | **.40*** | **.09** | **.29** | **.33*** | **.61**** | **.06** |
| Instructional staff | .04 | .13 | .16 | -.15 | -.10 | .16 | .09 | .11 |
| PQA Total | .23 | .24 | .10 | -.16 | .33* | .24 | .37* | .07 |

*$p < .05$
**$p < .01$

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**Figure 4. Child Development (COR scores) by level and area of Program Quality**

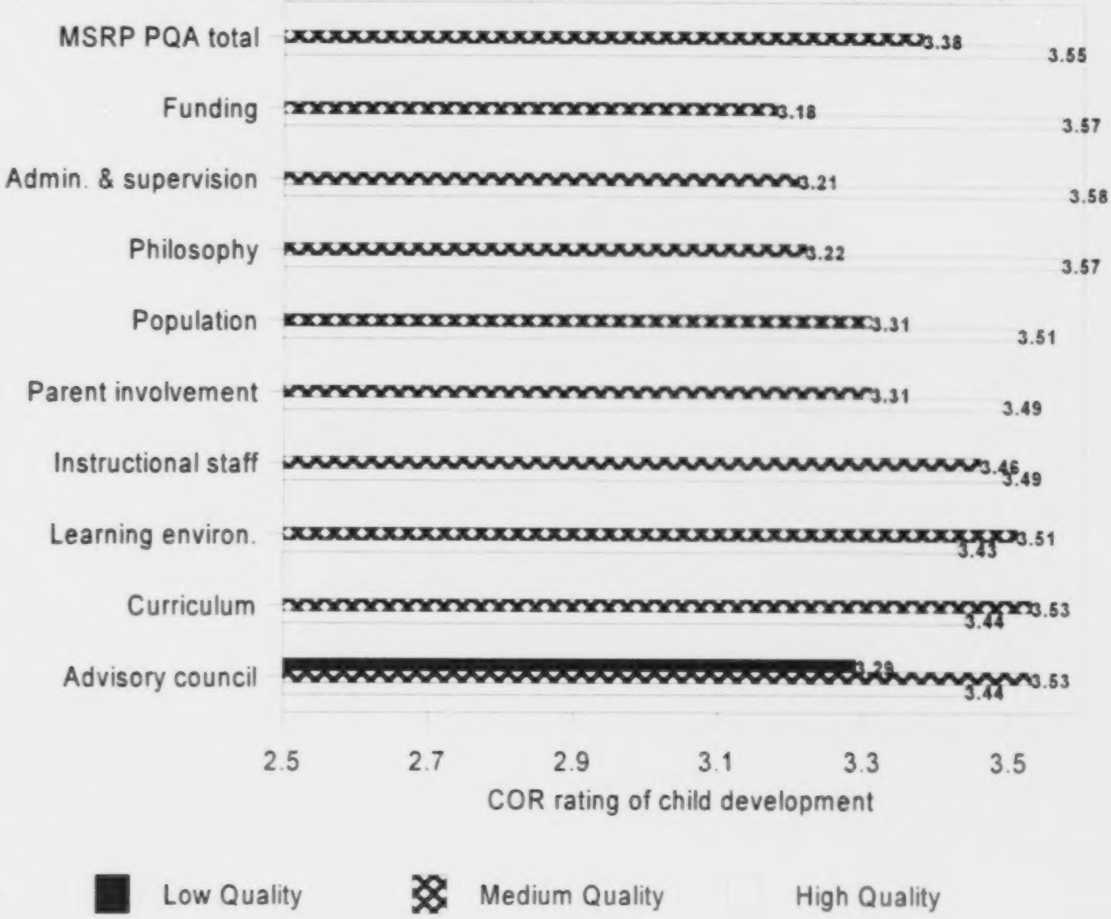

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Table 14 shows the results of further analyses of the three areas of program quality that were significantly positively correlated with child outcomes. These results demonstrate the positive influence of (a) adequate funding to employ qualified staff, and support ongoing inservice training, parent and family involvement and well-equipped classrooms, (b) an early childhood specialist who is qualified, active in professional organizations and who provides coordination between the program and other community service agencies, and (c) the process of developing and disseminating a program philosophy with the input of staff and community members.

**Table 14**
**Significant Correlations of Program Quality Item Ratings with Child Observation Ratings**

| Item | Pearson Correlation Coeff. |
|---|---|
| **Funding** | |
| Funds are provided to employ staff with appropriate training and experience | .46** |
| Funds are used to support staff development | .42** |
| Funds are used to support parent involvement and family oriented activities | .42** |
| Funds are provided to maintain a safe and well-equipped classroom | .40* |
| **Program Administration and Supervision** | |
| The Early Childhood Specialist provides leadership in coordinating program activities with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten | .48** |
| The Early Childhood Specialist is affiliated with a local, state, and/or national early childhood professional organization | .48** |
| The Early Childhood Specialist has appropriate education and training | .46** |
| The Early Childhood Specialist has relevant and appropriate experience | .41** |
| **Program Philosophy** | |
| The development, review and dissemination of the program philosophy involves many members of the staff and community | .46** |

*$p < .05$
**$p < .01$

### *Interviews of MSRP Parents in the Intensive Evaluation*

Teachers at five of the six intensive evaluation sites completed interviews with 719 parents during the spring of 1996. In the Parent/Guardian Interview, four general areas are assessed: satisfaction with the program, parent involvement (in program activities for children and adults, communication between home and school, educational activities with the child at home), availability and use of program services, and expectations for their child's future. Having teachers interview these parents contributed to the validity of the results. The outcome of these interviews is presented here, and the results for each evaluation site can be seen in Appendix B.

### *Parent Satisfaction with MSRP*

Table 15 depicts the percentage of parents responding at each of the four levels of satisfaction on the questionnaire. Overwhelmingly, parents reported being satisfied with the program. Over 99% of the parents indicated being satisfied with the program, including MSRP's support of children's social, emotional, academic and physical development. Parents were also very satisfied with the program's preparation of children for entering kindergarten and with the program's openness to parent participation. From the parents' perspective, MSRP is serving its participants and their families well.

**Table 15**
**Parent Satisfaction with Components of MSRP Program in the Intensive Evaluation (N=719)**

| | Percent of parents giving response | | | |
|---|---|---|---|---|
| **Aspect of Program** | **Very Satisfied** | **Somewhat Satisfied** | **Somewhat Dissatisfied** | **Very Dissatisfied** |
| Preparing your child for entering the next grade | 93.0% | 6.5% | 0.6% | 0.0% |
| Helping your child socially and emotionally | 91.7% | 8.3% | 0.0% | 0.0% |
| Developing your child's thinking skills | 88.6% | 11.1% | 0.3% | 0.0% |
| Developing your child's academic skills | 87.1% | 11.7% | 0.6% | 0.7% |
| Supporting your child's physical development | 90.2% | 9.3% | 0.4% | 0.1% |
| Being open to parents' ideas and participation | 92.8% | 6.8% | 0.3% | 0.1% |
| **Overall satisfaction with program** | **90.6%** | **8.9%** | **0.4%** | **0.2%** |

*Note.* Percentages add to slightly more or less than 100 in some cases due to rounding.

### *Parent Involvement in Program Activities*

Table 16 presents the percent of interviewed parents who participated in components of the MSRP program. A majority of parents reported moderate participation (i.e., two to five events) in the many facets of the program: Opportunities and activities for parents with children and with adults, communication between home and school, and educational activities in the home. Early childhood programs are often struggling to increase parent participation, so moderate parent involvement in MSRP on average is impressive.

Parents were most likely to be participating in educational activities at home with the child (over 98% of parents reported moderate or high involvement at home with the child). Communication between home and school was the second most frequent type of program participation reported by parents, with 89.9% reporting an average of two to five instances during the school year.

Program activities for parents with their child include participating in the classroom or on field trips, and providing materials or snacks for the class. A majority of parents reported low involvement in program activities with the child (i.e., participating either never or once on average). Over 40% of the parents reported never participating in program activities for adults, such as attending a parent council meeting or a parent education workshop. Parents reported the least involvement in these last two areas, and parents who participate in the classroom are more likely to be the ones attending activities for parents ( $r(719) = .56$, $p < .01$ ). More discussion on the importance of parent involvement will be presented below where these results are related to child outcome measures. Appendix B presents parent participation in programs by intensive evaluation site.

**Table 16**
**Parent Involvement in the MSRP Program at the Intensive Evaluation Sites (N=719)**

| | Percent of parents giving response | | | | |
|---|---|---|---|---|---|
| **Area of Involvement** | Never | Once | Twice | 3-5 times | More than 5 times |
| **Program Activities with Child** | **13.7%** | **40.2%** | **30.0%** | **14.8%** | **1.3%** |
| Attended special events at the program | 22.2% | 12.5% | 18.7% | 26.1% | 20.5% |
| Cooked or brought in food for snacks or special events | 19.5% | 20.1% | 21.9% | 28.6% | 10.0% |
| Made things at home or brought in materials | 56.1% | 12.1% | 12.6% | 11.4% | 7.7% |
| Volunteered or helped out in classroom | 34.1% | 10.9% | 14.1% | 13.7% | 27.2% |
| Observed in classroom | 26.5% | 9.6% | 14.9% | 18.6% | 30.4% |
| Assisted with field trips or other special events | 56.6% | 10.6% | 10.6% | 11.2% | 10.9% |
| Made presentations to the class about job, holiday, etc. | 88.3% | 7.8% | 2.3% | 1.0% | 0.6% |
| **Communication Between Home and School** | **0.0%** | **10.1%** | **76.6%** | **13.3%** | **0.0%** |
| Had the teacher visit you at home | 2.9% | 14.4% | 77.9% | 3.9% | 0.8% |
| Attended a regularly scheduled parent-teacher conference (not because of a problem your child was having) | 7.8% | 24.0% | 62.1% | 4.5% | 1.7% |

| **Area of Involvement** | Percent of parents giving response<br>**Never** | <br>**Once** | <br>**Twice** | <br>**3-5 times** | <br>**More than 5 times** |
|---|---|---|---|---|---|
| Attended a parent-teacher conference initiated by the teacher because of a problem your child was having | 92.5% | 3.5% | 2.7% | 1.0% | 0.3% |
| Attended a parent-teacher conference initiated by you because of a problem your child was having | 94.7% | 3.4% | 1.1% | 0.4% | 0.4% |
| Talked directly but informally to the teacher about your child: e.g., while dropping off child, at school event | 8.5% | 6.9% | 13.9% | 19.7% | 51.0% |
| Received materials sent home describing school activities | 0.1% | 0.3% | 0.6% | 3.5% | 95.5% |
| Read materials sent home describing school activities | 0.4% | 0.1% | 0.6% | 3.1% | 95.8% |
| Received a note or telephone call from your child's teacher | 27.7% | 11.0% | 16.3% | 20.1% | 24.9% |
| Sent a note or made a telephone call to your child's teacher | 34.0% | 12.0% | 17.9% | 20.3% | 15.8% |
| **Educational Activities with Child at Home** | **0.3%** | **1.4%** | **15.5%** | **50.4%** | **32.4%** |
| Reading to your child | 0.3% | 0.3% | 1.1% | 4.8% | 93.6% |
| Having your child read to you | 6.9% | 1.4% | 5.1% | 12.0% | 74.6% |
| Helping your child with homework or special projects | 3.5% | 1.1% | 2.5% | 9.7% | 83.1% |
| Going to the library (public library or school library) | 37.4% | 9.1% | 12.9% | 15.6% | 25.0% |
| Visiting places with special exhibits, shows, or activities for children | 13.4% | 6.4% | 10.4% | 24.5% | 45.2% |

|  | **Did not participate** | **Participated by attending** | **Participated as a leader** |
|---|---|---|---|
| **Program Activities for Adults[a]** | **41.9%** | **55.9%** | **7.4%** |
| Parent Council, PTA, or other policy-making group | 81.1% | 14.9% | 4.0% |
| Parent education meetings and training workshops | 60.0% | 39.0% | 1.0% |
| Parent-to-parent outreach (making calls, home visits to parents) | 84.6% | 13.0% | 2.4% |
| Writing/distributing newsletter or other program materials | 90.4% | 7.6% | 2.0% |
| Fundraising activities | 69.1% | 28.9% | 2.0% |

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[a] This row gives the percentage of parents who did not attend or lead any activities for parents in column one, and parents who attended or lead at least one type of activity for adults in columns two and three, respectively. The percentages in this row add up to more than one hundred because some parents were both attendees and leaders.

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### *Parents' Expectations for Children's Future Education*

Parents' expectations for their children's future education were varied. Most parents reported expecting their children to do very well (63.4%) in school both academically and socially, and almost one third of parents expect their children to do quite well (30.3%). Parents' expectations for their child's highest level of future school attainment were as follows:

- Graduate degree (28.5%)
- Bachelor's degree (33.7%)
- Two years of college or an associate degree (13.9%)
- Technical courses or training (4.9%)
- High school diploma (17.1%),
- Will not graduate high school (0.6%).

At this point in the child's life, "expectations" probably represent aspirations untempered by the financial and motivational obstacles that may appear later.

### *Availability and Use of Services*

Availability and family use of services provided through MSRP was surveyed. Table 17 lists the reported availability and use of services associated with the goals of MSRP. The results in Table 17 demonstrate that a sizeable proportion of parents are using special education services (13.0%), and health services (13.4%), areas that MSRP makes an effort to make available. Over 80% of parents were aware of the availability of these services at over 80% of the programs, and these services were utilized by over 12% of the children. MSRP appears to be meeting families' needs in these two areas, in particular.

**Table 17**
**Availability and Use of Services to Families**

| Type of Service | Percent of Parents Responding | | | |
|---|---|---|---|---|
| | Awareness of Availability | Low Use (Never or Once) | Moderate Use (2-5 times) | High Use (More than 5 times) |
| Special education for child | 87.7% | 87.1% | 2.2% | 10.8% |
| Health (including handicapped) services | 83.7% | 86.7% | 8.5% | 4.9% |
| Emergency food or housing | 52.9% | 92.0% | 2.1% | 6.0% |
| Employment or job training | 48.9% | 97.6% | 0.0% | 2.4% |
| Financial assistance | 44.8% | 88.6% | 5.9% | 5.5% |
| Legal aid | 29.0% | 99.6% | 0.0% | 0.4% |
| Personal or family counseling | 77.0% | 92.6% | 3.1% | 4.4% |
| Overall average use of services [1] | 60.6% | 91.0% | 3.5% | 5.5% |

*Note.* Percentages may add to slightly more or less than 100 due to rounding, and use percentages are of those parents who reported being aware their program offered those services.

[1] The overall average use of services reflects the amount of use of all services by a family, calculated by averaging the 7 items above for each family. Thus, a family may have used some services more often than their average use of all 7 services.

### *Child Outcomes and Parent Involvement in the Intensive Evaluation*

Analyses relating child outcomes at kindergarten with parent involvement during the preschool program revealed that those families more engaged in educational activities in the home had children with more advanced scores in kindergarten as measured by the COR ( $r$ ($N$= 150) = .28, $p < .01$) and these parents had higher expectations for their children's future education ( $r$ ($N$ = 150) = .26, $p < .01$). Additionally, parent participation in various program areas are related (see Table 18). Participation in school activities with children was significantly correlated with both participation in program activities for adults and home-based educational activities with the child ($r$'s = .56 and .24, respectively, $N$ = 701, $p < .01$).

One possible conclusion is that parent involvement at home is a result of parent involvement in other program activities, and this involvement promotes children's development and parents expectations. We do not know whether these parents would have been as involved with their children at home had they not participated in the MSRP program. Interviews with both MSRP and comparison group children's parents in grades K - 4 will permit us to answer this question. Nonetheless, the finding that educational family activities are related to child development suggests MSRP should encourage and communicate such activities to the parents in the program.

**Table 18**
**Relations among child outcomes and parent involvement in the intensive evaluation**

| Child Outcomes and Parent Involvement | Correlation |
|---|---|
| School activities with child related to participation in activities for adults | .56** |
| Home activities with the child related to child development at kindergarten (COR ratings) | .28** |
| Home activities with child related to parent expectations for child's future education | .26** |
| Home activities with the child related to participation in school activities with the child | .24** |
| Home-school communication related to school activities with the child | .21** |
| Home activities with the child related to home-school communication | .18** |
| Home activities with the child related to participation in activities for adults | .16* |
| Home-school communication related to parent expectations for child's future education | .15** |

*p < .05

**p < .01

## Summary of Findings and Recommendations

This first year of the longitudinal evaluation of the Michigan School Readiness Program uncovered some promising findings. First, MSRP participants were significantly more advanced in their cognitive, social, and emotional development than were comparison children. This result emerged in both teacher- and trained observer-ratings collected when the children were in kindergarten.

Second, MSRP program quality is very good. All of the intensively studied programs were of medium to high quality. The self-evaluations also indicate good quality programs at the extensive sites. Third, preschool program quality was linked with several important areas of child development in kindergarten. That is, not only was MSRP effective for the at-risk children they served, but high quality programs were found to promote children's development more than medium quality programs.

Fourth, parent involvement was encouraged by the programs, and a moderate amount of parent participation in program activities was demonstrated. Additionally, parent participation was related to children's development in kindergarten and parents' expectations for their children's future educational achievements.

### MSRP Promotes Children's Development

Both teachers and trained observers gave MSRP children higher child development ratings in kindergarten than comparable children without preschool. Teachers' ratings which differentiate between MSRP and comparison children include questions regarding children's initiative, learning retention, completion of assignments, and creativity in using materials. Trained observers rated MSRP children higher in all areas assessed: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Thus, MSRP promotes child development, as has been demonstrated by other quality preschool programs (University of Kentucky, 1996; Pilcher and Kaufman-McMurrain, 1996; Schweinhart, et al., 1993; Barnett, 1995).

### MSRP Program Quality is Strong

MSRP classrooms were assessed by trained observers who completed the MSRP Program Quality Assessment, which measures the program's compliance with the Michigan State Board of Education's *Standards of Quality and Curriculum Guidelines* (1987). Overall, 50% of the classrooms assessed by trained observers were rated as high quality programs, and the other 50% received medium quality ratings. Over two-thirds of the classrooms were rated high in the following areas:

- ***Parent involvement:*** Programs encouraged parent participation, communicated with parents and referred parents to support services as needed
- ***Use of funding:*** Funds were available for classroom materials, employing qualified staff, staff development, and family-oriented activities
- ***Population recruitment and access:*** Programs recruited and served all populations and

had an attendance policy

Some need for improvement did emerge from the MSRP Program Quality Assessments. Specifically, fewer than 50% of the classrooms received high ratings in the following areas:

- ***Instructional staff:*** Instructional staff at 51% of programs were not appropriately qualified, 71% of program instructors inappropriately used volunteer staff, 84% of programs did not use a team teaching model, and 86% of teachers were not active members of an early childhood professional organization
- ***Learning environment:*** Twelve percent of programs had no or limited outdoor play space[1]

Additionally, some programs received low ratings in the following areas:

- ***Advisory council:*** Only 53% of programs had an advisory council with the appropriate community representation that performed oversight and community relations functions
- ***Administration and supervision:*** Only 25% of MSRP teachers received regular curriculum supervision and evaluation from an early childhood specialist
- ***Philosophy***: Forty-five percent of programs did not construct and disseminate a program philosophy with input from the staff and community
- ***Curriculum:*** Adult-child interactions, child-child interactions and child assessment were of low or medium quality at 42% of programs

MSRP grantees appear to be in need of assistance in establishing some components of the programs, such as the advisory council, administration and supervision, and instructional staff. In addition, these results suggest MSRP instructional staffs need training in a curriculum model that is developmentally appropriate for four-year-olds.

### Quality MSRP Programs Augment Child Development

Programs considered high quality (i.e., in strong compliance with Michigan's state standards) promoted children's development more than other programs. The areas of Philosophy, Use of funding, and Administration and supervision were most strongly related with child outcome measures. These results demonstrate the immediate impact of high quality, developmentally appropriate preschool programs on children's social and cognitive development. Other research has also demonstrated that a developmentally appropriate curriculum has long-term positive effects that are not produced by other types of programs (Schweinhart & Weikart,

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[1] The MSRP Program Quality Assessment question regarding outdoor play space has been modified since the collection of these data. Extensive indoor play space, such as a gymnasium, which promotes use of gross motor coordination, is now included in this question for classrooms in areas with severe weather conditions or neighborhoods in which outdoor play is deemed unsafe by the school district.

1997; Frede & Barnett, 1992; Cost, Quality and Child Outcomes Study Team, 1995). In addition, these data suggest that MSRP programs should include a qualified and active early childhood specialist, a discerning use of funding, and a conjointly constructed program philosophy. Thus, the Michigan School Readiness Program has the potential for widespread positive influences, but maintenance of the program's quality is important for achieving the intervention's full potential.

### Parents are Involved and Satisfied with MSRP

Parent satisfaction was very high, with over 99% of parents reporting satisfaction with the program's support of their child's development, responsiveness to parents, and preparation of their child for kindergarten. Parent involvement in the program varied by type of activity. Over 99% of parents reported engaging in educational activities at home with their child. All parents reported some communication with the school, and over 97% had been visited by an MSRP staff member in their own home. Approximately 86% reported participating in some program activities with their child, either by spending time in the class, attending special events or contributing materials or snacks. A smaller percentage (58%) of parents had attended or led program activities or workshops for adults.

Children's development in kindergarten was found to be related to parents' engaging in educational activities at home with the child. It is likely that encouraging parents' involvement in their child's education can enhance the effectiveness of the preschool program. Indeed, parents who conducted educational activities at home with their child had high expectations for their children's future in school, which is also likely to promote children's development (Carnegie Task Force on Learning in the Primary Grades, 1996).

## *Recommendations*

The results of this evaluation lead to some general recommendations to augment MSRP's effectiveness. Many of these recommended improvements can be accomplished in more than one way. These recommendations are grouped according to whose authority each is encompassed under: the Michigan State Legislature, the Michigan Department of Education, and individual MSRP grantees.

### Recommendations for the Michigan State Legislature

***Funding.*** It is important that the limited MSRP funding is used to promote program quality. Funds spent on employing qualified teachers, staff development, parent involvement and classroom equipment were found to be related to program effectiveness in this evaluation. Ensuring adequate funding for these areas is vital, yet there are currently few restrictions on allocation of MSRP funds.

Programs should receive guidelines on effective budgeting so that they have some direction in this area. The High/Scope Foundation plans to do a more intensive investigation of MSRP funding allocation and its relation to program quality in the next year's evaluation so that more specific recommendations regarding the fiscal aspects of this program can be made.

***Program monitoring.*** MSRP is effective, but complete implementation of the program is important to produce an impact. The evaluation's first year results demonstrate that program areas such as qualified supervision, effective allocation of funds, a trained instructional staff, an active advisory council and parent participation are necessary for an effective intervention.

With the goal of improving program implementation, we recommend a three-tiered structure for monitoring MSRP grantees:

- **Self-assessment.** Teachers should be trained to evaluate their own program's compliance with state standards. Training teachers to complete the Program Quality Assessment will enhance their effectiveness as program instructors, and the reliability and utility of their self-assessments. Within this level of monitoring, there is also the possibility of training parents to effectively evaluate a program.
- **Local monitoring.** At the second level, local program monitoring should occur. Two potential procedures for local monitoring include (a) peer assessment by neighboring program early childhood specialists, and (b) assessment by designated regional program monitors. Local peer assessment allows programs to receive support from and contact with similar, nearby programs - a need that is currently unserved. Alternatively, a regional monitor would be someone qualified and trained to complete the Program Quality Assessment for programs in a designated region - for example, programs within one intermediate school district.
- **State-level monitoring.** At the third monitoring level are the Michigan Department of Education consultants, who would continue to provide statewide support and training and visit programs that have received red flags indicating potential problems.

Employing these three levels of program assessment would enhance exchange among programs and disseminate knowledge of the MSRP standards.

## Recommendations for the Michigan Department of Education

***Program administration and supervision.*** The results of this evaluation underscore the importance of including a qualified, active early childhood specialist in a program. We suggest the early childhood specialists receive training and support from the Department of Education through professional development activities. These activities can include training in developmentally appropriate curricula, supervision, and program and child assessment as well as issues relevant to comprehensive programs such as running an advisory council. One possible mechanism to unify early childhood specialists is to create a professional organization for them that meets regularly and conducts and participates in professional development activities.

***Training for instructional staff.*** The evaluation results demonstrate a need for teacher education in a curriculum model which includes guidelines for developmentally appropriate interactions with and among children. Additionally, teachers lack knowledge of reliable, developmentally appropriate assessment methods. Valid assessment is necessary to plan appropriately for each child's needs and to communicate children's progress, in meaningful terms, to parents, administrators and other educators.

### Recommendations for MSRP Grantees

***Parent participation.*** Parent involvement in a child's education was found to play an important role in children's development. MSRP parents should be encouraged to participate in their children's education within and outside of the program. This portion of the MSRP program should be promoted to create an effective program.

Parents can participate in MSRP in a variety of ways, including by conducting educational activities in the home or by spending time in their child's classroom. Parents should be made aware that educational activities in the home are important for their children's development, and that all of their child's education cannot take place in the school. Parents should be encouraged to take responsibility for their children's intellectual, social and emotional development.

***Recruitment.*** The Michigan State Board of Education has identified 24 risk factors, and requires documentation of at least two of these factors for program eligibility. These risk factors are currently vague and open to interpretation. While programs find a degree of flexibility useful, the lack of standard definitions means that children are not being given comparable consideration for program participation across the state. Therefore, MSRP staffs need guidelines for interpreting and documenting these risk factors, as well as information regarding the impact of different risk factors so that they may prioritize their program's enrollment accurately.

The comparison children identified for this evaluation demonstrate that there are children who are unserved by a school-readiness program. It is important to determine why some children are not being served so that the most eligible children may participate in MSRP. A feedback system from the school district and kindergartners' parents to the MSRP program regarding at-risk children who did not have a preschool program experience should be developed so that the program can enhance its recruitment.

### *Conclusions*

The Michigan School Readiness Program is generally a quality state preschool program which benefits participating children's cognitive, social and emotional development, and the evaluation's first year provides information about those program areas that are most effective. Some areas of the program can be improved, and recommendations for the Michigan State Legislature, Michigan Department of Education, and MSRP grantees, based on the evaluation's findings, are included in this report. Further evaluation of the program, focused on specific areas of program quality and promoting local program evaluation, will permit more detailed recommendations toward improving the implementation and impact of the program.

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# Appendix A
## Extensive Evaluation Results

## Extensive Evaluation Results

### *Overview*

The extensive evaluation revealed that program quality is good at a majority of MSRP classrooms, based on 642 self-assessments. Areas that teachers indicated need improvement were in congruence with weak areas identified in the intensive evaluation, and these areas include Instructional staff, Advisory council, and Administration and supervision. The extensive evaluation results suggest self-assessment is a potential path toward program improvement.

### *Results of the Extensive Evaluation*

**Children Served**

The extensive evaluation included all MSRP grantees. Table A1 lists the number of children, by county, served in public school (in column 1) and agency (in column 2) programs during the 1996-97 school year.

**Program Quality**

Results from the extensive evaluation revealed that MSRP is a good quality program overall, as self-rated by MSRP teachers and staff. MSRP teachers or staff completed one Program Quality Assessment per classroom during the 1995-1996 school year. A total of 642 of these assessments were collected. The percentage of classrooms at all sites achieving high, medium and low quality ratings in each area of the PQA appears in Figure A-1, and the ratings on each PQA item in the intensive and extensive evaluation appear in Table A3.

Table A2 displays the average ratings for the nine PQA scales and the percentage of programs achieving a high average rating (a rating between 4.50 and 5.00) in the intensive and extensive evaluation. The self-ratings were higher than the outside-observer ratings, and this occurred even in the subset of classrooms rated by both outside-observers and teachers themselves. Nonetheless, the correlation of the PQA overall score for the 37 classrooms that were self- and observer-rated was .49, $p < .01$, which suggests a relative correspondence between the self-and observer-ratings (see Appendix C for a more detailed comparison of self- and trained . The same patterns of quality appear in the self-ratings as were evident in the outside observer appraisals. Specifically, fewer than 60% of the programs were of high quality in the areas of Instructional staff and Advisory council. Trained program observers also indicated that these areas need development at the intensive evaluation sites. Trained-observer assessments also reveal the need for program curriculum development, though self-ratings did not express this need as strongly. An analysis of the correspondence of self-ratings with trained observer-ratings is presented in Appendix C.

The PQA items receiving the highest and lowest average ratings by outside observers and self-assessments are compared in Table A4. Again, the congruence between self-ratings and trained observers' ratings is striking. Teachers expressed their programs' lack of curriculum supervision and cohesive inservice training, as well as staff planning from anecdotal notes and staff affiliation with professional organizations.

The PQA is currently completed as a self-assessment at all MSRP classrooms and returned to the Michigan Department of Education. These results indicate that training teachers to complete the PQA at the extensive sites would provide a more accurate assessment of the state of MSRP. Training in the PQA would also provide professional alignment and development of MSRP instructional and administrative staff.

**Table A1**
**Michigan School Readiness Program participants by county**

| | Number of children funded | | |
|---|---|---|---|
| **County** | **Public School** | **Agency** | **County Total** |
| Alcona | 9 | 0 | 9 |
| Alger | 33 | 0 | 33 |
| Allegan | 140 | 0 | 140 |
| Alpena | 64 | 108 | 172 |
| Antrim | 47 | 0 | 47 |
| Arenac | 59 | 0 | 59 |
| Baraga | 38 | 0 | 38 |
| Barry | 79 | 0 | 79 |
| Bay | 222 | 108 | 330 |
| Benzie | 42 | 0 | 42 |
| Berrien | 506 | 36 | 542 |
| Branch | 72 | 108 | 180 |
| Calhoun | 451 | 34 | 485 |
| Cass | 139 | 36 | 175 |
| Charlevoix | 44 | 60 | 104 |
| Cheboygan | 66 | 0 | 66 |
| Chippewa | 82 | 58 | 140 |
| Clare | 119 | 36 | 155 |
| Clinton | 58 | 54 | 112 |
| Crawford | 32 | 0 | 32 |
| Delta | 89 | 72 | 161 |
| Dickinson | 50 | 0 | 50 |
| Eaton | 46 | 0 | 46 |
| Emmet | 54 | 0 | 54 |
| Genesee | 1132 | 192 | 1324 |

| | Number of children funded | | |
|---|---|---|---|
| County | Public School | Agency | County Total |
| Gladwin | 68 | 0 | 68 |
| Gogebic | 40 | 0 | 40 |
| Grand Traverse | 102 | 108 | 210 |
| Gratiot | 139 | 0 | 139 |
| Hillsdale | 83 | 0 | 83 |
| Houghton | 103 | 108 | 211 |
| Huron | 69 | 0 | 69 |
| Ingham | 512 | 232 | 744 |
| Ionia | 124 | 0 | 124 |
| Iosco | 129 | 0 | 129 |
| Iron | 42 | 0 | 42 |
| Isabella | 66 | 91 | 157 |
| Jackson | 377 | 164 | 541 |
| Kalamazoo | 463 | 68 | 531 |
| Kalkaska | 57 | 0 | 57 |
| Kent | 1105 | 77 | 1182 |
| Keeweenaw | 0 | 0 | 0 |
| Lake | 38 | 0 | 38 |
| Lapeer | 85 | 0 | 85 |
| Lennlanau | 18 | 10 | 18 |
| Lenawee | 236 | 54 | 290 |
| Livingston | 70 | 108 | 178 |
| Luce | 36 | 0 | 36 |
| Mackinac | 29 | 0 | 29 |
| Macomb | 666 | 0 | 666 |
| Manistee | 59 | 12 | 71 |
| Marquette | 126 | 0 | 126 |
| Mason | 86 | 0 | 86 |
| Mecosta | 93 | 0 | 93 |
| Menominee | 45 | 0 | 45 |

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| | Number of children funded | | |
|---|---|---|---|
| **County** | **Public School** | **Agency** | **County Total** |
| Midland | 112 | 0 | 112 |
| Missaukee | 42 | 0 | 42 |
| Monroe | 173 | 0 | 173 |
| Montcalm | 190 | 108 | 298 |
| Montmorency | 29 | 0 | 29 |
| Muskegon | 624 | 0 | 624 |
| Newaygo | 149 | 34 | 183 |
| Oakland | 1040 | 192 | 1232 |
| Oceana | 117 | 0 | 117 |
| Ogemaw | 68 | 0 | 68 |
| Ontonagon | 18 | 0 | 18 |
| Osceola | 95 | 0 | 95 |
| Oscoda | 15 | 0 | 15 |
| Otsego | 35 | 0 | 35 |
| Ottawa | 236 | 54 | 290 |
| Presque Isle | 18 | 0 | 18 |
| Roscommon | 64 | 0 | 64 |
| Saginaw | 570 | 216 | 786 |
| St. Clair | 312 | 108 | 420 |
| St. Joseph | 131 | 15 | 146 |
| Sanilac | 113 | 0 | 113 |
| Schoolcraft | 18 | 0 | 18 |
| Shiawassee | 145 | 0 | 145 |
| Tuscola | 118 | 36 | 154 |
| Van Buren | 272 | 10 | 282 |
| Washtenaw | 335 | 170 | 505 |
| Wayne | 3673 | 600 | 4273 |
| Wexford | 80 | 0 | 80 |

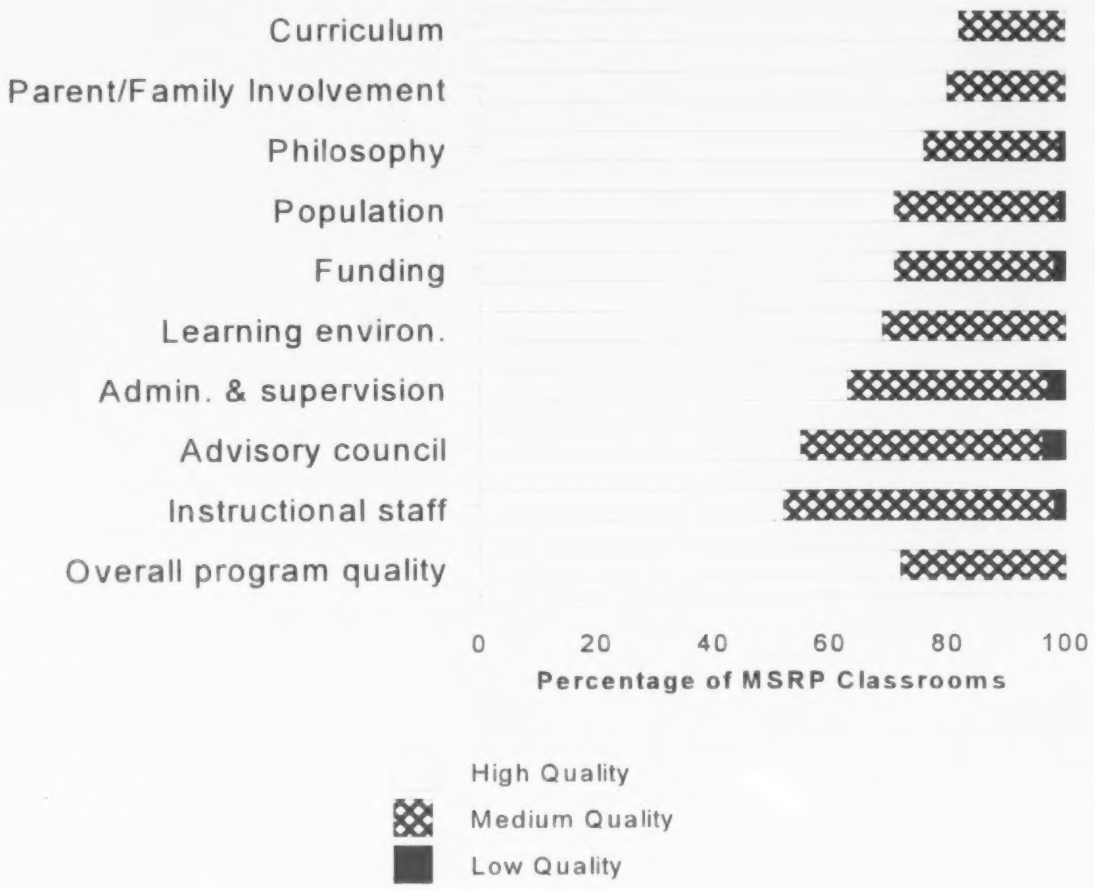
**Table A2**

**Average Program Quality Area Ratings in the Intensive and Extensive Evaluations**

| Quality Area of PQA | Average (Std. Deviation) | | Percent of programs achieving high quality | |
|---|---|---|---|---|
| | Intensive Sites | Extensive Sites | Intensive Sites | Extensive Sites |
| Philosophy | 4.39 (.80) | 4.56 (.68) | 60% | 76% |
| Population access | 4.54 (.54) | 4.54 (.57) | 71% | 71% |
| Curriculum | 4.40 (.55) | 4.73 (.30) | 57% | 82% |
| Learning environment | 4.40 (.50) | 4.65 (.46) | 47% | 69% |
| Advisory council | 4.21 (.83) | 4.35 (.81) | 53% | 55% |
| Parent/family involvement | 4.53 (.48) | 4.68 (.39) | 76% | 80% |
| Funding | 4.48 (.70) | 4.53 (.62) | 74% | 71% |
| Administration and supervision | 4.25 (.89) | 4.50 (.66) | 60% | 63% |
| Instructional staff | 4.34 (.37) | 4.42 (.49) | 37% | 52% |
| PQA total | 4.39 (.42) | 4.61 (.32) | 49% | 70% |

*Note.* Ratings are on a scale of 1 to 5. Ratings in a PQA area that averaged 4.50 to 5.00 were coded as high quality ratings. Intensive and extensive site data included 49 and 642 observations, respectively.

**Figure A-1. Program Quality in the Extensive Evaluation.**



## Table A3
## Program Quality Assessment Results by Item in the Intensive and Extensive Evaluation[1]

| PQA Item Number & Label | Intensive | | | Extensive | | |
|---|---|---|---|---|---|---|
| | High | Med | Low | High | Med | Low |
| *Philosophy* | | | | | | |
| 1. The program has a comprehensive written philosophy | 84% | 16% | 0% | 78% | 21% | 1% |
| 2. The development, review and dissemination of the program philosophy involves many members of the staff and community | 55% | 41% | 4% | 64% | 34% | 2% |
| *Population access* | | | | | | |
| 3. The program has a fully developed recruitment plan. | 82% | 12% | 6% | 75% | 24% | 1% |
| 4. The program or its host agency provides diagnostic and special education services for special needs children. | 84% | 16% | 0% | 83% | 15% | 2% |
| 5. The program has an attendance policy. | 92% | 4% | 4% | 63% | 26% | 11% |
| 6. The program is accessible to all populations. | 48% | 40% | 12% | 72% | 26% | 2% |
| *Curriculum* | | | | | | |
| 7. Children's basic physical needs are met. | 92% | 8% | 0% | 96% | 4% | 0% |
| 8. Children's separation from home is handled with sensitivity and respect. | 66% | 34% | 0% | 93% | 7% | 0% |
| 9. Adults create a warm and caring atmosphere for children. | 68% | 32% | 0% | 96% | 4% | 0% |
| 10. Adults establish a consistent daily routine for children. | 88% | 12% | 0% | 91% | 9% | 0% |
| 11. Adults encourage children to interact and turn to each other for assistance throughout the day. | 58% | 40% | 2% | 88% | 12% | 0% |
| 12. The program has extended periods of free play during which children can initiate activities and carry out their intentions. | 88% | 12% | 0% | 94% | 6% | 0% |
| 13. Adults participate as partners in children's play. | 58% | 40% | 2% | 82% | 18% | 0% |
| 14. The program offers materials and activities in all areas of development: aesthetic, emotional, social, cognitive, language, physical, and sensory. | 64% | 34% | 2% | 89% | 11% | 0% |
| 15. Activities and materials provide positive, nonsexist, and multicultural experiences and role models. | 48% | 46% | 6% | 53% | 46% | 1% |
| 16. The classroom provides a wide variety of manipulative materials in all areas. | 68% | 32% | 0% | 89% | 11% | 0% |
| 17. Activities are designed to involve a variety of senses | 70% | 26% | 4% | 78% | 21% | 1% |

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| PQA Item Number & Label | Intensive | | | Extensive | | |
|---|---|---|---|---|---|---|
| | High | Med | Low | High | Med | Low |
| 18. Adult-initiated activities (small- and large-group times) accommodate a range of children's interests and levels of development. | 58% | 34% | 8% | 80% | 20% | 0% |
| 19. Materials are arranged, labeled, and accessible to children. | 34% | 60% | 6% | 66% | 34% | 0% |
| 20. Open-ended materials are varied and plentiful. | 84% | 16% | 0% | 79% | 21% | 0% |
| 21. Children have opportunities to solve problems and act independently. | 46% | 46% | 8% | 79% | 21% | 0% |
| 22. Children participate in resolving conflicts. | 30% | 58% | 12% | 68% | 32% | 0% |
| 23. Children can explore and acquire skills at their own developmental level and pace. | 60% | 36% | 4% | 79% | 21% | 0% |
| 24. Children have opportunities to repeat activities and practice skills. | 68% | 28% | 4% | 92% | 8% | 0% |
| 25. Children are individually acknowledged for their accomplishments. | 58% | 30% | 12% | 88% | 12% | 0% |
| 26. Children are not penalized, pressured, shamed, or compared unfavorably with classmates. | 66% | 32% | 2% | 92% | 8% | 0% |
| 27. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next. | 64% | 28% | 8% | 68% | 31% | 1% |
| 28. Staff record and discuss anecdotal notes as the basis for planning for individual children. | 23% | 62% | 15% | 31% | 61% | 8% |
| 29. Staff regularly complete a child observation measure of proven reliability and validity. | 74% | 20% | 6% | 64% | 32% | 4% |
| 30. Staff maintain records on all children. | 74% | 26% | 0% | 91% | 9% | 0% |
| 31. Children make plans and carry out their own ideas throughout the day. | 68% | 30% | 2% | 69% | 31% | 0% |
| 32. Adults encourage children's initiatives throughout the day. | 64% | 28% | 8% | 85% | 15% | 0% |
| 33. Adults encourage children to review their activities and share with others what they have done and learned. | 49% | 43% | 8% | 61% | 38% | 1% |
| 34. Adults invite child language by offering comments, asking open-ended questions, and seeking children's opinions. | 58% | 34% | 8% | 82% | 17% | 1% |
| 35. Language from children predominates throughout the day. | 56% | 36% | 8% | 71% | 29% | 0% |
| *Learning environment* | | | | | | |
| 36. The classroom provides a safe and healthy environment for children. | 78% | 20% | 2% | 81% | 18% | 1% |

| PQA Item Number & Label | Intensive | | | Extensive | | |
|---|---|---|---|---|---|---|
| | High | Med | Low | High | Med | Low |
| 37. The room is divided into well-defined and logically located interest areas/centers with adequate space for each area and easy accessibility between areas. | 60% | 40% | 0% | 86% | 13% | 1% |
| 38. Outdoor play space (at or near the program site) accommodates various types of play. | 45% | 43% | 12% | 63% | 34% | 3% |
| *Advisory council* | | | | | | |
| 39. The program has an advisory council with the appropriate community membership; the membership roster us available to the public. | 52% | 40% | 8% | 61% | 36% | 3% |
| 40. The advisory council follows the recommended operating procedures. | 55% | 39% | 6% | 62% | 26% | 2% |
| 41. The advisory council performs all appropriate program oversight and community relations functions. | 51% | 45% | 4% | 53% | 44% | 3% |
| *Parent/family involvement* | | | | | | |
| 42. The program provides a variety of opportunities for parents to become involved in the program. | 76% | 24% | 0% | 80% | 20% | 0% |
| 43. Parents are encouraged to participate in program activities with children. | 68% | 28% | 4% | 86% | 14% | 0% |
| 44. Staff share information about the curriculum with parents. | 78% | 22% | 0% | 87% | 13% | 0% |
| 45. Staff share information with parents about how they can promote and extend their children's learning and social development at home. | 72% | 28% | 0% | 72% | 28% | 0% |
| 46. Staff and parents interact informally to share information about the day's activities and children's experiences. | 60% | 40% | 0% | 78% | 21% | 1% |
| 47. Staff members visit families and schedule formal meetings (parent conferences) to share information with parents and seek input about the program and their children's development. | 60% | 40% | 0% | 89% | 10% | 1% |
| 48. Parents are represented on program advisory and/or policy-making committees. | 67% | 6% | 27% | 59% | 36% | 5% |
| 49. Parents receive referrals and have access to supportive services as needed. | 78% | 18% | 4% | 71% | 28% | 1% |
| *Funding* | | | | | | |
| 50. Funds are provided to maintain a safe and well-equipped classroom. | 62% | 38% | 0% | 81% | 18% | 1% |
| 51. Funds are used to employ staff with appropriate training and experience. | 76% | 24% | 0% | 62% | 36% | 2% |

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| PQA Item Number & Label | Intensive |  |  | Extensive |  |  |
|---|---|---|---|---|---|---|
|  | High | Med | Low | High | Med | Low |
| 52. Funds are used to support staff development. | 73% | 27% | 0% | 73% | 23% | 4% |
| 53. Funds are used to support parent involvement and family oriented activities. | 57% | 43% | 0% | 69% | 29% | 2% |
| *Administration and supervision* |  |  |  |  |  |  |
| 54. The early childhood specialist has appropriate education and training. | 69% | 25% | 6% | 81% | 18% | 1% |
| 55. The early childhood specialist has relevant and appropriate experience. | 69% | 24% | 6% | 85% | 13% | 2% |
| 56. The early childhood specialist is affiliated with a local, state, and/or national early childhood professional organization. | 63% | 8% | 29% | 70% | 22% | 8% |
| 57. The early childhood specialist participates in ongoing professional development activities. | 84% | 4% | 12% | 73% | 24% | 3% |
| 58. The early childhood specialist provides leadership in coordinating program activities with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten. | 59% | 30% | 11% | 74% | 22% | 4% |
| 59. Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. | 25% | 61% | 14% | 52% | 40% | 8% |
| 60. Supervisors observe teaching staff in the program setting and provide them with feedback about their performance. | 67% | 29% | 4% | 74% | 19% | 7% |
| *Instructional staff* |  |  |  |  |  |  |
| 61. Instructional staff have the appropriate education and training. | 49% | 51% | 0% | 61% | 38% | 1% |
| 62. The early childhood teacher has relevant job experience. | 76% | 18% | 6% | 71% | 24% | 5% |
| 63. Supplementary staff and non-paid personnel are appropriately screened, oriented/trained, assigned appropriate duties, and supervised/evaluated. | 33% | 59% | 8% | 64% | 30% | 6% |
| 64. Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. | 14% | 39% | 47% | 33% | 57% | 10% |
| 65. Instructional staff participate in ongoing professional development activities. | 89% | 8% | 4% | 62% | 36% | 2% |
| 66. Inservice training is based on a consistent curriculum that combines a theoretical perspective with practical application. | 88% | 12% | 0% | 79% | 17% | 4% |
| 67. Inservice training is relevant to early childhood development and early childhood program practices. | 88% | 10% | 2% | 81% | 17% | 2% |

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| PQA Item Number & Label | Intensive |  |  | Extensive |  |  |
|---|---|---|---|---|---|---|
|  | High | Med | Low | High | Med | Low |
| 68. Inservice training is conducted by individual(s) who provide continuity and consistency in an ongoing training process. | 57% | 41% | 2% | 50% | 45% | 5% |
| 69. Inservice training involves active, participatory, hands-on learning by adults. | 78% | 20% | 2% | 69% | 27% | 4% |
| 70. Inservice training provides opportunities for reflection and sharing among staff members. | 71% | 27% | 2% | 67% | 30% | 3% |
| 71. Based on enrollment, the classroom has a staff:child ratio of no more than 1:8. | 60% | 40% | 0% | 78% | 21% | 1% |
| 72. There is continuity in the instructional staff. | 88% | 12% | 0% | 83% | 12% | 5% |
| 73. Instructional staff use a team teaching model, with adults sharing responsibility for curriculum planning and implementation. | 16% | 80% | 4% | 56% | 43% | 1% |

*Note.* Intensive and extensive site data included 49 and 642 observations, respectively.

[1] Ratings were coded as follows: a 1 or 2 rating was considered Low Quality, a 3 or 4 rating was considered Medium Quality, and a 5 was considered High Quality.

**Table A4**

## A Comparison of Highest and Lowest Rated PQA Items at Extensive and Intensive Sites

| **Intensive Sites**<br>**(Observer ratings at six MSRP sites)**<br>**(*N*=49)** | **Extensive Sites**<br>**(Self-ratings at all MSRP sites)**<br>**(*N*=642)** |
|---|---|
| **Five Variables With *Highest* Mean Ratings** | |
| **Curriculum:**<br>• Children's basic physical needs are met.<br>• The program has extended periods of free play during which children can initiate activities and carry out their intentions. | **Curriculum:**<br>• Children's basic physical needs are met.<br>• The program has extended periods of free play during which children can initiate activities and carry out their intentions. |
| ===== | ===== |
| **Instructional Staff:**<br>• There is continuity in the instructional staff.<br>• Inservice training is based on a consistent curriculum that combines a theoretical perspective with practical application.<br>• Inservice training is relevant to early childhood development and early childhood program practices. | **Curriculum:**<br>• Adults create a warm and caring atmosphere for children.<br>• Children's separation from home is handled with sensitivity and respect.<br>• Children have opportunities to repeat activities and practice skills. |
| **Five Variables With *Lowest* Mean Ratings** | |
| **Administration and supervision:**<br>• Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. | **Administration and supervision:**<br>• Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. |
| **Curriculum:**<br>• Staff record and discuss anecdotal notes as the basis for planning for individual children. | **Curriculum:**<br>• Staff record and discuss anecdotal notes as the basis for planning for individual children. |
| **Instructional staff:**<br>• Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. | **Instructional staff:**<br>• Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. |
| ===== | ===== |
| **Learning environment:**<br>• Outdoor play space (at or near the program site) accommodates various types of play. | **Advisory Council:**<br>• The advisory council performs all appropriate program oversight and community relations functions. |
| **Curriculum:**<br>• Children participate in resolving conflicts. | **Instructional staff:**<br>• Inservice training is conducted by individual(s) who provide continuity and consistency in an ongoing training process. |

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# Appendix B

## Intensive Evaluation Site Results

## Intensive Evaluation Site Results

### *Overview*

The intensive evaluation was conducted at six Michigan locations: Detroit, Houghton Lake, Kalamazoo, Muskegon, Port Huron, and Wyoming. This appendix contains program and child information by intensive evaluation site, though there were not enough observations of children or families at any one site to statistically investigate differences among programs. Nonetheless, averages within sites are presented here to present a more detailed picture of the results of the intensive evaluation.

### *Results*

### The Intensive Evaluation Sites

This appendix gives more detailed information about the intensive evaluation results obtained at the following 6 sites: COOR Intermediate School district (including Crawford-AuSable, Gerrish-Higgins, Houghton Lake, and West Branch-Rose City School districts), Detroit Public Schools, Kalamazoo Public Schools, Muskegon, Wyoming (including Wyoming, Godwin-Heights, Godfrey Lee and Kelloggsville Public School districts), and the Economic Opportunity Committee of St. Clair County (EOC). Table B1 lists the names and addresses of the intensive evaluation site coordinators.

### Programs' Use of Funding

Table B2 lists a breakdown of funding allocation projected in the MSRP proposal for program funds for the 1995-1996 school year. The variation in amount of funds appropriated to program areas reflects the difference in program needs. All programs spend a majority of funds on Instructional Staff Salaries, though one program spends nearly an equal amount on transporting children. While some stipulations regarding allocation of MSRP funds stipulations do exist (namely, that administrative costs shall not exceed 10% of the grant award), it is important that areas do not get shortchanged due to individual program needs. The results of this evaluation demonstrate that adequate funding for instructional staff, staff development, classroom materials and parent involvement promotes program effectiveness.

### Program Quality of Each Intensive Evaluation Site

Table B3 gives the ratings for each observer-completed MSRP PQA scale at each site. All programs received overall averages of medium or high quality. Three programs received consistently high ratings across all scales (Detroit, Kalamazoo, and Muskegon Public Schools), but all sites received consistently high ratings in some PQA scales. There were no program areas in which classrooms received consistently high or low ratings, leading to the conclusion that the PQA captures the variance existing within this program.

### Child Development During MSRP

Child outcome measures were collected at the end of the 1995-1996 MSRP school year. The Economic Opportunity Committee and Muskegon and Wyoming Public Schools provided COR ratings. Kalamazoo returned Work Sampling checklists (Meisels, S.J., Jablon, J., Marsden, D.B., Dichtelmiller, M.L., & Dorfman, A.B., 1994), and Detroit returned Brigance scores (Curriculum Assessments, Inc., 1984). The average ratings and scores of these instruments at these sites appear in Table B4.

Overall, the child outcome scores are at the appropriate developmental level. That is, at all locations, children appear to be progressing as expected for their age level. Thus, the MSRP classrooms are successful at preparing children for kindergarten by promoting development to a level that is expected of children who are not at risk for school failure.

Interesting comparisons among the CORs emerge in these scores. Muskegon schools reported higher scores on the COR than did EOC or Wyoming, and these differences are statistically significant (with the exception of the areas of Initiative and Creative representation, which did not vary by site). The PQA analyses at the intensive evaluation sites revealed higher ratings in the Muskegon Public School district's classrooms than at the other classrooms using the COR, suggesting that program quality, as measured by the PQA, is related to successful child development. This correspondence between program quality and child outcomes was also investigated using the child assessments High/Scope collected during these children's kindergarten school year.

Kalamazoo's teachers completed a Work Sampling System checklist without anecdotes at the end of the school year, so the validity of these scores is lower than for the CORs, which were supported by anecdotes. Nonetheless, the Work Sampling System checklist results reveal that, on average, children are approaching proficiency (i.e., a rating of 3) in all areas, with Social and Cultural Knowledge (social studies) receiving the lowest ratings. Similarly, the Brigance scores averaged 91 out of a possible 100, indicating that on average, these children are achieving the developmental levels expected by this measure.

### Parent Involvement at Each Intensive Evaluation Site

Table B5 presents the percentage of parents who reported participating in MSRP in various ways, by program. Differences in parent participation among programs reached statistical significance. The Pearson chi-square values for school activities with child, home-school communication, home activities with child, and participation in activities for adults are 114.8, 16.9, 25.0, and 182.1 respectively, all $p$-values less than .005 ($N = 714$).

### Background Variables on Intensive Evaluation Participants

***Child Care Experience Prior to Kindergarten.*** Table B6 shows pre-kindergarten experience of child care for the evaluation participants. Some site differences emerge in these results. Children in the MSRP group were more likely than comparison children to have experienced child care programs at COOR ISD and Kalamazoo Public Schools. In the Detroit Public Schools, the comparison group children were more likely to have experienced part- or full-day child care, most often at the home of a friend, neighbor or relative.

Overall, nearly one-third of MSRP children experienced child care in addition to the program. Because the comparison children were chosen to be without a preschool experience, it is difficult to know how representative the comparison group is of all children without a preschool experience (i.e., whether all children from low income households who were not in preschool were also unlikely to have experienced child care).

***Risk Factors of Evaluation Participants by Intensive Evaluation Site.*** The most frequently documented risk factors appear in Table B7. Low family income is most frequently documented, overall, followed by a single parent household. Site variations in risk factor frequencies are found in these data: Detroit Public Schools targeted developmentally immature children, EOC recruited nutritionally deficient children, and a large proportion of Kalamazoo Public school children were from segregated areas.

One interesting observation from Table B7 is that the Detroit Public Schools' documented risk factors include few low-income families (14.3%) and yet all of the children included in this evaluation come from low-income families based on Michigan State Board of Education guidelines. This finding illustrates the diversity of defining risk factors across MSRP programs, because other programs use the guideline of 195% poverty (or qualifying for the Michigan Family Independence Agency's Unified Daycare Program) as an indicator of low income.

***Socio-economic Status of Evaluation Participants by Intensive Evaluation Site.*** Table B8 reports the socioeconomic status of the children in the evaluation by site, as well as county averages of this information. The income levels of the MSRP and comparison group families were statistically identical ($F_{(1,375)} = 0.415$, non-significant), though the income levels varied by site ($F_{(5,375)} = 4.78$, $p<.001$), and there was a site by group interaction ($F_{(5,375)} = 5.89$, $p<.001$). This site by group interaction reflects a difference at one site in which the comparison group has a $11,944 higher median income than the MSRP group and at two other sites the median MSRP group income was larger than the median comparison group income by $6,088 and $7,217.

### Child Development in Kindergarten at Each Intensive Evaluation Site

Tables B9 and B10 present the CDR and COR results, respectively, categorized by intensive evaluation site. At all sites except one overall COR scores consistently favored the MSRP group, although even this one discrepant finding was not statistically significant.

**Table B1**
**MSRP intensive evaluation sites and site coordinators**

**Detroit Public Schools**

5057 Woodward Avenue, Room 874
Detroit, MI 48202

Coordinators:

Dr. Doretha Traylor
Director, Early Childhood Education

Dr. JoAnne Moore
Research, Evaluation and Testing

**Wyoming Site**

Includes **Wyoming, Godwin Heights, Godfrey Lee,** and **Kelloggsville Public Schools**

2820 Clyde Park Avenue SW
Wyoming, MI 49509-2995

Coordinator:

Mr. Robert Kinsey
MSRP Director, Wyoming
Community Education

**Kalamazoo Public Schools**

1220 Howard Street
Kalamazoo, MI 49008-1882

Coordinator:

Dr. Sandra Howe
Director, Early Childhood Education

**Muskegon Public Schools**

1213 West Hackley
Muskegon, MI 49441

Coordinator:

Ms. Marietta Driscoll
Principal

**Economic Opportunity Committee of St. Clair County**

2402 Gratiot Avenue
Port Huron, MI 48060

Coordinator:

Ms. Melinda Johnson
Children's Services Director

**COOR Intermediate School District**

11051 North Cut Road
Roscommon, MI 48543

Coordinator:

Mr. George Johnson
Director of Planning and Finance

**Table B2**

**Allocation of 1995-1996 MSRP Funds to Program Components (in percentages)[1]**

| Program Area | Detroit Pub. Schs | Kalamazoo Pub. Schs. | Muskegon Pub. Schs. | Wyoming Pub. Schs. | Godwin Heights Pub. Schs. | Gerrish-Higgins Sch. Dist. | West-Branch Rose City Area Schs. | Crawford AuSable Sch. Dist. | Houghton Lake Comm. Schs. | Economic Oppor'ty Comm. |
|---|---|---|---|---|---|---|---|---|---|---|
| Instructional Staff Salaries | 80.0% | 76.5% | 81.9% | 64.0% | 94.6% | 53.5% | 68.5% | 66.9% | 67.5% | 33.0% |
| Classroom Supplies & Services | 4.7% | 1.5% | 6.7% | 2.8% | 4.7% | 16.3% | 5.7% | 10.6% | 10.0% | 3.2% |
| Pupil Support | 2.0% | 8.7% | .001% | 0% | 0% | .003% | 0% | .01% | .01% | 16.0% |
| Instructional Support [2] | 2.2% | .002% | 10.1% | 32.9% | 0% | 4.2% | 0% | .01% | 6.9% | 2.3% |
| Administration | 2.4% | 5.3% | .001% | 0% | 0% | .004% | 0% | 0% | 0% | 9.9% |
| Transportation | 0% | 5.9% | 0% | 0% | 0% | 1.9% | 20.4% | 20.5% | 0% | 30.2% |
| Operation & Maintenance | .002% | 0% | .0002% | 0% | 0% | 0% | 0% | 0% | 7.1% | 0% |
| Evaluation | 1.3% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Community Services[3] | .004% | 1.8% | 1.1% | .002% | 0% | 2.7% | 0% | 0% | 0% | 2.6% |
| Local Share of Budget | 0% | 9.8% | 0% | 21.9% | 0% | 0% | 0% | 0% | 0% | 0% |

[1] Figures are based on applications for funds for the 1995-1996 MSRP program.

[2] Includes Early Childhood Specialist salary allocations.

[3] Includes activities addressing parents and families.

**Table B3**

**Program Quality as Assessed by Outside Observers by Intensive Evaluation Site**

| Program Area | | Detroit Pub. Schs. | Economic Opportunity Committee | Kalamazoo Pub. Schs. | Muskegon Pub. Schs. | Wyoming Pub. Schs. | Godwin Heights Pub. Schs. | COOR ISD |
|---|---|---|---|---|---|---|---|---|
| | | (N=9) | (N=11) | (N=12) | (N=7) | (N=2) | (N=3) | (N=5) |
| **Philosophy** | Low | 0% | 0% | 0% | 0% | 0% | 67% | 0% |
| | Medium | 0% | 100% | 0% | 0% | 100% | 33% | 50% |
| | High | 100% | 0% | 100% | 100% | 0% | 0% | 50% |
| **Population access** | Low | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Medium | 33% | 27% | 0% | 0% | 100% | 100% | 40% |
| | High | 67% | 73% | 100% | 100% | 0% | 0% | 60% |
| **Curriculum** | Low | 0% | 0% | 0% | 0% | 0% | 33% | 0% |
| | Medium | 33% | 45% | 17% | 14% | 100% | 67% | 80% |
| | High | 67% | 55% | 83% | 86% | 0% | 0% | 20% |
| **Learning environment** | Low | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Medium | 78% | 36% | 58% | 43% | 100% | 67% | 20% |
| | High | 22% | 64% | 42% | 57% | 0% | 33% | 80% |
| **Advisory council** | Low | 11% | 0% | 0% | 0% | 0% | 100% | 0% |
| | Medium | 44% | 0% | 0% | 100% | 100% | 0% | 100% |
| | High | 44% | 100% | 100% | 0% | 0% | 0% | 0% |
| **Parent/Family involvement** | Low | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Medium | 11% | 27% | 0% | 0% | 100% | 100% | 40% |
| | High | 89% | 73% | 100% | 100% | 0% | 0% | 60% |
| **Use of funding** | Low | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Medium | 0% | 100% | 0% | 0% | 100% | 0% | 0% |
| | High | 100% | 0% | 100% | 100% | 0% | 100% | 100% |
| **Administration and supervision** | Low | 0% | 0% | 0% | 0% | 100% | 33% | 0% |
| | Medium | 0% | 100% | 0% | 0% | 0% | 67% | 50% |
| | High | 100% | 0% | 100% | 100% | 0% | 0% | 50% |
| **Instructional staff** | Low | 0% | 0% | 0% | 0% | 0% | 33% | 0% |
| | Medium | 33% | 73% | 42% | 71% | 100% | 67% | 100% |
| | High | 67% | 27% | 58% | 29% | 0% | 0% | 0% |
| **Overall PQA** | Low | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Medium | 33% | 91% | 8% | 14% | 100% | 100% | 80% |
| | High | 67% | 9% | 92% | 86% | 0% | 0% | 20% |

*Note.* Quality categories were assigned based on the following coding of average PQA scale ratings: 1.00 - 2.99, 3.00 - 4.49, and 4.50 - 5.00 were coded as low, medium and high quality, respectively.

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## Table B4

## Child Outcome Measures and Scores at the Intensive Evaluation Sites

| Site | Scale | Mean *(SD)* |
|---|---|---|
| EOC Port Huron<br>(COR, range = 1 to 5, *N* = 113) | Initiative | 3.91 (.55) |
| | Social Relations | 3.91 (.62) |
| | Creative Representation | 4.02 (.54) |
| | Music and Movement | 3.95 (.50) |
| | Language and Literature | 3.26 (.49) |
| | Logic and Mathematics | 3.41 (.59) |
| Muskegon<br>( COR, range = 1 to 5, *N* = 47) | Initiative | 4.10 (.63) |
| | Social Relations | 4.19 (.81) |
| | Creative Representation | 4.08 (.73) |
| | Music and Movement | 4.31 (.69) |
| | Language and Literature | 3.64 (.61) |
| | Logic and Mathematics | 3.79 (.90) |
| Wyoming<br>(COR, range = 1 to 5, *N* = 49) | Initiative | 3.91 (.71) |
| | Social Relations | 4.00 (.96) |
| | Creative Representation | 3.97 (.78) |
| | Music and Movement | 3.98 (.96) |
| | Language and Literature | 3.35 (.66) |
| | Logic and Mathematics | 3.22 (.78) |
| Kalamazoo (Work Sampling System, range = 1 to 3, *N* = 323) | Personal and Social Devt | 2.69 (.34) |
| | Language and Literacy | 2.67 (.38) |
| | Mathematical Thinking | 2.72 (.32) |
| | Scientific Thinking | 2.66 (.37) |
| | Social and Cultural Understanding | 2.45 (.44) |
| | Arts and Music | 2.70 (.39) |
| | Physical Development | 2.78 (.31) |
| Detroit<br>(Brigance, range = 1 to 100, *N* = 269) | Total | 91.00 (12.92) |

**Table B5**

**Parent Involvement During 1995-96 MSRP at the Intensive Evaluation Sites**

| **Area** | **Response** | COOR ISD | Detroit Public Schools | Economic Opportunity Committee | Kalamazoo Public Schools | Muskegon Public Schools | Wyoming Public Schools |
|---|---|---|---|---|---|---|---|
| | | N = 105 | 11 | 113 | 310 | 137 | 38 |
| School activities with child | High | 1.9% | 0.0% | 3.5% | 0.3% | 0.7% | 2.6% |
| | Medium | 33.3% | 72.7% | 59.3% | 29.0% | 75.9% | 42.1% |
| | Low | 64.8% | 27.3% | 37.2% | 70.6% | 23.4% | 55.3% |
| Home-school communications | High | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Medium | 90.5% | 81.8% | 81.4% | 94.2% | 87.6% | 89.5% |
| | Low | 9.5% | 18.2% | 18.6% | 5.8% | 12.4% | 10.5% |
| Home activities with child | High | 27.6% | 27.3% | 27.4% | 35.2% | 33.6% | 34.2% |
| | Medium | 71.4% | 72.7% | 72.6% | 63.2% | 65.0% | 55.3% |
| | Low | 1.0% | 0.0% | 0.0% | 1.6% | 1.5% | 10.5% |
| Activities/classes for adults | High | 10.2% | 0.0% | 21.4% | 2.6% | 3.6% | 13.2% |
| | Medium | 43.9% | 100.0% | 57.1% | 34.3% | 85.4% | 42.1% |
| | Low | 45.9% | 0.0% | 21.4% | 63.1% | 10.9% | 44.7% |

**Table B6**
**Child Care Experience Prior to Kindergarten at the Intensive Evaluation Sites**

| Type of Program | Percentage of Children from Group who Experienced Each Type of Child Care | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **All Children** | | Detroit Pub. Schs. | | Kalamazoo Pub. Schs. | | Muskegon Pub. Schs.[1] | | Wyoming Site[1] | | COOR ISD | | Economic Opportunity Committee[1] | |
| | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP |
| | N=239 | 168 | 56 | 55 | 49 | 25 | 24 | 4 | 19 | 3 | 49 | 56 | 0 | 25 |
| **Part-day Program[2]** | **100%** | **1%** | **100%** | **4%** | **100%** | **0%** | **100%** | **--** | **100%** | **--** | **100%** | **0%** | **100%** | **0%** |
| MSRP | 100% | 0% | 100% | 0% | 100% | 0% | 100% | -- | 100% | -- | 100% | 0% | 100% | 0% |
| Head Start | 1% | 0% | 0% | 0% | 0% | 0% | 8% | -- | 0% | -- | 0% | 0% | -- | 0% |
| Preprimary Impaired Program | 0% | 0% | 0% | 0% | 0% | 0% | 0% | -- | 0% | -- | 0% | 0% | -- | 0% |
| Other Public/Public School Prog. | 0% | 0% | 0% | 0% | 0% | 0% | 0% | -- | 0% | -- | 0% | 0% | -- | 0% |
| Other Private Program | 1% | 1% | 0% | 4% | 0% | 0% | 4% | -- | 0% | -- | 0% | 0% | -- | 0% |
| **Part-day Child care** | **31%** | **11%** | **16%** | **22%** | **35%** | **8%** | **37%** | **--** | **36%** | **--** | **38%** | **4%** | **--** | **4%** |
| Child Care Center | 3% | 1% | 7% | 0% | 2% | 0% | 0% | -- | 0% | -- | 0% | 2% | -- | 0% |
| Family Day Care Home | 3% | 2% | 0% | 2% | 2% | 8% | 4% | -- | 10% | -- | 2% | 0% | -- | 0% |
| Friend, Neighbor or Relative | 14% | 8% | 5% | 18% | 19% | 0% | 8% | -- | 5% | -- | 25% | 2% | -- | 4% |
| In Child's Own Home | 13% | 2% | 4% | 4% | 12% | 0% | 29% | -- | 21% | -- | 12% | 2% | -- | 0% |
| **Full-day Child care** | **12%** | **14%** | **17%** | **29%** | **2%** | **16%** | **4%** | **--** | **21%** | **--** | **14%** | **4%** | **--** | **0%** |
| Child Care Center | 2% | 4% | 5% | 9% | 0% | 0% | 0% | -- | 0% | -- | 0% | 2% | -- | 0% |
| Family Day Care Home | 1% | 2% | 2% | 0% | 0% | 12% | 4% | -- | 0% | -- | 0% | 0% | -- | 0% |
| Friend, Neighbor or Relative | 4% | 7% | 7% | 16% | 2% | 4% | 4% | -- | 0% | -- | 4% | 0% | -- | 0% |
| Child's Own Home | 5% | 3% | 2% | 4% | 0% | 4% | 0% | -- | 21% | -- | 10% | 2% | -- | 0% |
| **Any type of child care** | **100%** | **20%** | **100%** | **44%** | **100%** | **20%** | **100%** | **--** | **100%** | **--** | **100%** | **4%** | **100%** | **4%** |

[1] Child and Family Background Questionnaires were not used in choosing Comparison group children in Muskegon, Wyoming, or Godwin Heights Public Schools, or MSRP children at the Economic Opportunity Committee, and therefore this information was not available for those samples.
[2] Some children were enrolled in more than one type of child care or program during the twelve months prior to kindergarten.

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## Table B7
## Documented Risk Factors for MSRP Children in the Intensive Evaluation, by Site

| **Risk Factor** | Overall Sample (N=235) | Detroit Public Schools (N=56) | Kalamazoo Public Schools (N=49) | Muskegon Public Schools (N=71) | Wyoming Public Schools (N=15) | Economic Opportunity Committee (N=42) |
|---|---|---|---|---|---|---|
| Low Family Income (18[1]) | **67.7%** | 14.3% | **91.8%** | **90.1%** | **86.7%** | **66.7%** |
| Single Parent (16) | **39.6%** | 0.0% | 36.7% | **56.3%** | **60.0%** | **59.5%** |
| Rural or Segregated Housing (24) | **27.2%** | 21.4% | **79.6%** | 0.0% | 0.0% | 28.6% |
| Teenage Parent (21) | 26.4% | 1.8% | 24.5% | **50.7%** | 0.0% | 31.0% |
| Family Density (19) | 23.0% | 25.0% | **53.1%** | 2.8% | 0.0% | 28.6% |
| Low Parent/Sibling Educational Attainment (15) | 20.0% | 23.2% | 30.6% | 11.3% | 6.7% | 23.8% |
| Family History of Academic Failure (12) | 19.6% | 3.6% | 18.4% | 19.7% | **33.3%** | 35.7% |
| Developmentally Immature (2) | 18.3% | **66.1%** | 6.1% | 2.8% | 6.7% | 0.0% |
| Low Birth Weight (1) | 17.9% | **58.9%** | 10.2% | 0.0% | 6.7% | 7.1% |
| Child Abuse or Neglect (3) | 16.6% | **58.9%** | 4.1% | 0.0% | 0.0% | 9.5% |
| Unemployed Parents (17) | 13.6% | 3.6% | 6.1% | 19.7% | 6.7% | 28.6% |
| Parent/Sibling Loss by Death or Divorce (20) | 11.9% | 17.9% | 12.2% | 1.4% | 26.7% | 16.7% |
| Nutritionally Deficient (4) | 10.6% | 8.9% | 2.0% | 0.0% | 0.0% | **45.2%** |
| Diagnosed Family Problems (14) | 10.6% | 19.6% | 10.2% | 0.0% | 13.3% | 16.7% |
| Other - approved by Michigan State Board of Education (25) | 7.2% | 0.0% | 6.1% | 16.9% | 0.0% | 4.8% |
| Diagnosed Handicapping Condition (6) | 6.8% | 21.4% | 2.0% | 0.0% | 0.0% | 7.1% |
| Child's Long-term or Chronic Illness (5) | 6.4% | 7.1% | 2.0% | 0.0% | 0.0% | 21.4% |
| Chronically Ill Parent or Sibling (22) | 5.5% | 1.8% | 2.0% | 0.0% | 13.3% | 21.4% |
| Violent Temperament (8) | 5.1% | 0.0% | 2.0% | 0.0% | 13.3% | 21.4% |
| No Stable Support System or Residence (7) | 5.1% | 7.1% | 2.0% | 1.4% | 6.7% | 11.9% |
| Limited English Speaking Household (11) | 3.8% | 0.0% | 14.3% | 1.4% | 6.7% | 0.0% |
| Language Deficiency or Immaturity (10) | 3.8% | 1.8% | 2.0% | 0.0% | 13.3% | 9.5% |
| Incarcerated Parent (23) | 2.6% | 0.0% | 0.0% | 2.8% | 6.7% | 7.1% |
| Substance Abuse or Addiction (9) | 2.1% | 1.8% | 0.0% | 0.0% | 0.0% | 9.5% |
| Family History of Delinquency (13) | 1.7% | 0.0% | 0.0% | 0.0% | 0.0% | 9.5% |

*Note.* Numbers in bold represent the three most frequently documented risk factors at each site and overall.

[1] Risk factor reference numbers used by the Michigan State Board of Education and MSRP grantees appear in parentheses.

## Table B8
## Median Household Income of Intensive Evaluation Participants and for Counties of Residence

| Site | No. MSRP | No. Comp. | MSRP Group median income | Comp. Group median income | County median Families with Children* | County median Female-headed Families* | MSRP % Poverty | Comp. % Poverty | County % chn. < 6yrs. Poverty* |
|---|---|---|---|---|---|---|---|---|---|
| COOR ISD (Crawford, Oscoda, Ogemaw & Roscommon Counties) | 49 | 56 | $ 17,000 | $ 16,300 | $23,949 | $8,042 | 45% | 48% | 28.5% |
| Detroit Public Schools (Wayne County) | 53 | 54 | $14,400 | $12,500 | $31,448 | $8,855 | 60% | 67% | 34.8% |
| Kalamazoo Public Schools (Kalamazoo County) | 38 | 24 | $23,700 | $16,483 | $37,620 | $11,840 | 39% | 50% | 20.5% |
| Muskegon Public Schools (Muskegon County) | 18 | 4 | $15,300 | -- | $29,597 | $8,183 | 61% | -- | 26.8% |
| Wyoming & Godwin Heights Public Schools (Kent County) | 17 | 3 | $23,040 | -- | $37,408 | $13,182 | 18% | -- | 14.3% |
| Economic Opportunity Committee (St. Clair County) | 38 | 22 | $13,156 | $25,100 | $35,313 | $10,321 | 71% | 23% | 18.7% |
| **Total Sample** | **213** | **163** | **$15,600** | **$15,600** | **$36,299** | **$10,615** | **51.6%** | **50.9%** | **21.8%** |

*These data are from the 1990 U.S. Census of Population and Housing, and were reported in the *Kids Count in Michigan 1995 Data Book*. Michigan state median income for families with children averaged from 1992 - 1996 is $39,700 in 1993 dollars (U.S. Bureau of the Census, Current Populations Survey reported in Kids Count, 1997).

## Table B9
## Average Child Development Rating Scores at Each Intensive Evaluation Site

| Child Development Rating Scale Item | Average rating obtained[1] | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **All Children** | | Detroit Pub. Schs. | | Kalamazoo Pub. Schs. | | Muskegon Pub. Schs.[2] | | Wyoming & Godwin Hts. Pub. Schs. | | COOR ISD[2] | | Economic Opportunity Committee | |
| | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP |
| | N=242 | 178 | 38 | 48 | 49 | 38 | 70 | 0 | 50 | 40 | 3 | 18 | 32 | 34 |
| 1. Shows initiative | 2.42 | 2.22 | 2.66 | 2.38 | 2.14 | 2.14 | 2.49 | -- | 2.44 | 2.24 | -- | 2.11 | 2.44 | 2.12 |
| 2. Has a good attendance record | 2.75 | 2.61 | 2.66 | 2.67 | 2.80 | 2.55 | 2.70 | -- | 2.88 | 2.40 | -- | 2.89 | 2.72 | 2.71 |
| 3. Interested in school work | 2.66 | 2.53 | 2.84 | 2.54 | 2.53 | 2.71 | 2.66 | -- | 2.69 | 2.42 | -- | 2.44 | 2.59 | 2.47 |
| 4. Gets along with other children | 2.76 | 2.75 | 2.92 | 2.79 | 2.55 | 2.89 | 2.77 | -- | 2.82 | 2.67 | -- | 2.50 | 2.75 | 2.74 |
| 5. Gets along with teachers and other adults | 2.85 | 2.86 | 2.92 | 2.81 | 2.63 | 2.97 | 2.87 | -- | 2.98 | 2.82 | -- | 2.72 | 2.91 | 2.91 |
| 6. Takes responsibility for dealing with own errors or problems | 2.42 | 2.28 | 2.68 | 2.46 | 2.20 | 2.32 | 2.47 | -- | 2.38 | 2.36 | -- | 2.28 | 2.38 | 1.91 |
| 7. Retains learning well | 2.47 | 2.26 | 2.68 | 2.40 | 2.73 | 2.18 | 2.42 | -- | 2.49 | 2.29 | -- | 2.33 | 2.44 | 2.09 |
| 8. Is cooperative | 2.74 | 2.74 | 2.89 | 2.69 | 2.57 | 2.84 | 2.75 | -- | 2.82 | 2.72 | -- | 2.61 | 2.66 | 2.79 |
| 9. Completes assignments | 2.74 | 2.57 | 2.79 | 2.54 | 2.55 | 2.66 | 2.79 | -- | 2.82 | 2.59 | -- | 2.44 | 2.75 | 2.56 |
| 10. Imaginative and creative in using materials | 2.45 | 2.21 | 2.55 | 2.30 | 2.27 | 2.08 | 2.66 | -- | 2.41 | 2.28 | -- | 2.44 | 2.22 | 2.03 |
| 11. Ready to learn and participate in school | 2.64 | 2.52 | 2.76 | 2.56 | 2.57 | 2.66 | 2.60 | -- | 2.76 | 2.42 | -- | 2.44 | 2.53 | 2.47 |
| Child Development Rating Average | 2.63 | 2.51 | 2.76 | 2.56 | 2.47 | 2.55 | 2.65 | -- | 2.68 | 2.47 | -- | 2.47 | 2.58 | 2.44 |

[1] Ratings were converted to numbers as follows: 1 = Infrequently, 2 = Sometimes, and 3 = Frequently.

[2] Sufficient numbers of CDRs from Muskegon and COOR ISD sites in the Comparison and MSRP groups, respectively, were not obtained to report average ratings.

**Table B10**
**Average Child Observation Record Scores at Each Intensive Evaluation Site**

| Child Observation Record Item | Average rating obtained[1] | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **All Children** | | Detroit Pub. Schs. | | Kalamazoo Pub. Schs. | | Muskegon Pub. Schs. | | COOR ISD | | Economic Opportunity Committee | |
| | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP |
| | N=229 | 201 | 46 | 41 | 48 | 33 | 54 | 37 | 44 | 43 | 37 | 46 |
| A. Expressing choices | 2.93 | 2.77 | 3.09 | 2.80 | 3.09 | 3.03 | 2.76 | 2.62 | 3.03 | 2.85 | 2.71 | 2.62 |
| B. Solving Problems | 3.52 | 3.21 | 3.49 | 3.12 | 3.51 | 3.37 | 3.94 | 2.91 | 3.07 | 3.52 | 3.26 | 3.30 |
| C. Engaging in complex play | 3.67 | 3.23 | 3.87 | 3.10 | 3.69 | 3.13 | 3.86 | 3.35 | 2.82 | 3.24 | 3.83 | 3.34 |
| D. Cooperating in program routines | 3.68 | 3.44 | 4.02 | 3.68 | 3.85 | 3.61 | 3.72 | 3.17 | 3.23 | 3.28 | 3.46 | 3.48 |
| E. Relating to adults | 3.36 | 3.03 | 3.41 | 3.22 | 3.42 | 2.94 | 3.61 | 2.75 | 3.12 | 3.28 | 3.14 | 2.89 |
| F. Relating to other children | 3.86 | 3.51 | 4.13 | 3.66 | 3.77 | 3.39 | 4.17 | 3.36 | 3.42 | 3.60 | 3.73 | 3.50 |
| G. Making friends with other children | 3.00 | 2.80 | 3.28 | 3.00 | 2.74 | 2.61 | 2.91 | 2.37 | 2.93 | 3.12 | 3.19 | 2.82 |
| H. Engaging in social problem solving | 3.64 | 3.12 | 3.70 | 3.21 | 3.79 | 3.14 | 3.94 | 2.84 | 3.35 | 3.67 | 3.24 | 2.97 |
| I. Understanding and expressing feelings | 3.41 | 3.26 | 3.33 | 3.22 | 3.63 | 3.48 | 3.77 | 3.03 | 3.16 | 3.71 | 2.97 | 3.10 |
| J. Making and building | 3.96 | 3.74 | 4.05 | 3.86 | 4.00 | 3.84 | 3.94 | 3.52 | 4.00 | 3.94 | 3.75 | 3.59 |
| K. Drawing and painting | 3.91 | 3.70 | 3.96 | 3.76 | 4.03 | 3.67 | 3.67 | 3.14 | 3.84 | 3.93 | 4.18 | 3.92 |
| L. Pretending | 3.31 | 3.13 | 3.12 | 2.92 | 3.32 | 3.19 | 3.68 | 3.25 | 3.21 | 3.62 | 3.12 | 2.85 |
| M. Exhibiting body coordination | 4.12 | 3.74 | 3.85 | 3.51 | 4.33 | 3.97 | 4.67 | 4.05 | 3.62 | 3.75 | 3.97 | 3.58 |
| N. Exhibiting manual coordination | 4.48 | 4.37 | 4.39 | 4.20 | 4.52 | 4.22 | 4.48 | 4.05 | 4.24 | 4.63 | 4.78 | 4.70 |
| O. Imitating movements to a steady beat | 3.97 | 3.69 | 3.67 | 3.19 | 3.85 | 3.67 | 4.59 | 3.81 | 4.03 | 4.20 | 3.44 | 3.53 |
| P. Following music and movement directions | 3.35 | 3.18 | 3.22 | 3.03 | 3.70 | 3.42 | 3.28 | 2.86 | 3.60 | 3.76 | 2.83 | 2.85 |

| Child Observation Record Item | Average rating obtained[1] | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **All Children** | | Detroit Pub. Schs. | | Kalamazoo Pub. Schs. | | Muskegon Pub. Schs. | | COOR ISD | | Economic Opportunity Committee | |
| | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP |
| | N=229 | 201 | 46 | 41 | 48 | 33 | 54 | 37 | 44 | 43 | 37 | 46 |
| Q. Understanding speech | 4.02 | 3.80 | 3.80 | 3.39 | 4.50 | 4.06 | 4.19 | 3.36 | 3.61 | 4.28 | 3.89 | 3.89 |
| R. Speaking | 3.35 | 3.07 | 3.46 | 3.00 | 3.49 | 3.22 | 3.30 | 2.72 | 3.18 | 3.45 | 3.31 | 2.98 |
| S. Showing interest in reading activities | 3.42 | 2.93 | 3.41 | 3.22 | 3.50 | 2.42 | 3.69 | 2.69 | 3.09 | 2.88 | 3.29 | 3.27 |
| T. Demonstrating knowledge about books | 3.12 | 2.90 | 2.68 | 2.79 | 3.62 | 2.87 | 3.11 | 2.64 | 2.91 | 3.24 | 3.23 | 2.86 |
| U. Beginning reading | 2.47 | 2.28 | 2.39 | 2.35 | 3.04 | 2.81 | 2.65 | 1.97 | 2.16 | 2.29 | 1.97 | 2.09 |
| V. Beginning writing | 3.12 | 3.02 | 3.24 | 3.27 | 3.09 | 3.12 | 3.15 | 2.65 | 3.09 | 3.09 | 3.00 | 2.96 |
| W. Sorting | 3.02 | 2.68 | 2.84 | 2.63 | 3.16 | 3.31 | 3.26 | 2.30 | 3.08 | 2.95 | 2.66 | 2.53 |
| X. Using the words *not*, *some*, and *all* | 3.08 | 2.90 | 3.00 | 3.00 | 3.37 | 3.21 | 3.49 | 2.63 | 3.21 | 3.26 | 1.92 | 2.41 |
| Y. Arranging materials in graduated order | 2.65 | 2.32 | 2.21 | 2.19 | 3.67 | 2.87 | 3.04 | 2.16 | 2.97 | 3.00 | 1.47 | 1.75 |
| Z. Using comparison words | 3.67 | 3.49 | 3.42 | 3.46 | 3.77 | 3.81 | 3.93 | 3.32 | 3.92 | 3.85 | 3.10 | 3.09 |
| AA. Comparing numbers of objects | 3.31 | 3.00 | 2.74 | 2.53 | 3.27 | 3.10 | 4.00 | 2.82 | 3.39 | 4.17 | 2.55 | 2.81 |
| BB. Counting objects | 4.61 | 4.46 | 4.61 | 4.45 | 4.89 | 4.65 | 4.74 | 4.25 | 4.30 | 4.68 | 4.41 | 4.31 |
| CC. Describing spatial relations | 3.14 | 3.13 | 3.14 | 3.11 | 3.00 | 2.91 | 3.49 | 3.32 | 3.36 | 3.53 | 2.47 | 2.76 |
| DD. Describing sequence and time | 3.63 | 3.38 | 3.98 | 3.69 | 4.06 | 4.30 | 4.11 | 3.50 | 3.21 | 3.10 | 2.30 | 2.55 |
| **COR Scales:** | | | | | | | | | | | | |
| **I. Initiative** | 3.43 | 3.18 | 3.61 | 3.18 | 3.52 | 3.30 | 3.56 | 3.00 | 3.10 | 3.19 | 3.28 | 3.23 |
| **II. Social Relations** | 3.44 | 3.15 | 3.57 | 3.27 | 3.42 | 3.09 | 3.65 | 2.88 | 3.21 | 3.42 | 3.29 | 3.08 |
| **III. Creative Representation** | 3.75 | 3.56 | 3.71 | 3.48 | 3.83 | 3.64 | 3.76 | 3.25 | 3.76 | 3.91 | 3.69 | 3.48 |

| Child Observation Record Item | Average rating obtained[1] | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Children | | Detroit Pub. Schs. | | Kalamazoo Pub. Schs. | | Muskegon Pub. Schs. | | COOR ISD | | Economic Opportunity Committee | |
| | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP | MSRP | COMP |
| | N=229 | 201 | 46 | 41 | 48 | 33 | 54 | 37 | 44 | 43 | 37 | 46 |
| **IV. Music and Movement** | 3.98 | 3.77 | 3.79 | 3.51 | 4.09 | 3.82 | 4.25 | 3.71 | 3.88 | 4.10 | 3.82 | 3.72 |
| **V. Language and Literacy** | 3.25 | 3.01 | 3.18 | 3.01 | 3.54 | 3.11 | 3.35 | 2.68 | 3.01 | 3.21 | 3.10 | 3.02 |
| **VI. Logic and Mathematics** | 3.46 | 3.27 | 3.27 | 3.17 | 3.81 | 3.70 | 3.75 | 3.01 | 3.42 | 3.58 | 2.89 | 2.93 |
| **Overall COR (Scales I-VI)** | 3.55 | 3.32 | 3.52 | 3.27 | 3.69 | 3.44 | 3.72 | 3.09 | 3.39 | 3.57 | 3.33 | 3.24 |

[1] Ratings are on a scale of 1 to 5

# Appendix C

## Program Quality Assessment Reliability Analyses

## Program Quality Assessment Reliability Analyses

The Program Quality Assessment data collected by outside observers on the 49 classrooms at the intensive evaluation sites provide the opportunity to test the instrument for scale reliability. Below are the alpha coefficients of scale reliability. Most of the scales are reliable, meaning the items comprising the scale are measuring similar aspects of a program. The Learning environment scale (comprised of 3 items on the assessment) displayed low (in fact, a negative) reliability, but all others resulted in an acceptable alpha of greater than .5 (Nunnally & Bernstein, 1994). Curriculum (29 items), Funding (4 items) and Administration and Supervision (7 items) had the highest reliability. The overall reliability of the 73 assessment items is .952. Table C1 presents these alpha values for the objective and self-rated PQAs.

**Table C1**

**Cronbach's Alpha Coefficients for Scales of the Program Quality Assessment**

| **Scale** | **Alpha** (49 observers) | **Alpha** (642 teachers) |
|---|---|---|
| Philosophy | .696 | .698 |
| Population access | .554 | .560 |
| Curriculum | .944 | .933. |
| Learning environment | -.278 | .471 |
| Advisory council | .748 | .832 |
| Parent involvement | .737 | .762 |
| Funding | .922 | .706 |
| Administration and supervision | .883 | .826 |
| Instructional staff | .668 | .805 |
| Overall quality | .952 | .956 |

***A comparison of self-ratings with trained observer ratings.*** A comparison between self-ratings and trained observer ratings in the same settings could be made with PQA data from 37 classrooms. As seen in Table C2, the correspondence between the two sources of ratings appears to be quite high, and a statistical analysis supports this inference. The correlations between the self-ratings and observer ratings were highly significant for all but one scale.

**Table C2**

**Correlations of Self- and Observer Ratings on PQA Scales**

| **PQA Area** | **Correlation** ($N = 37$) |
|---|---|
| Philosophy | .456** |
| Population access | .471** |
| Curriculum | .452** |
| Learning environment | .381* |
| Advisory council | .403* |
| Parent involvement | .511** |
| Funding | .337* |
| Administration and supervision | .415* |
| Instructional staff | .228 |
| PQA Total | .492** |

*$p < .05$, 2-tailed **$p < .01$, 2-tailed

The congruence between self-ratings and trained observer ratings is statistically significant in all PQA areas of quality, except Instructional staff. The self-ratings were higher than the outside observer ratings overall, even though they reveal the same trends as the trained observer-ratings. Training teachers to use the PQA would presumably bring self- and observer ratings into higher correspondence.

***Intercorrelations of Scales.*** Table C3 displays the correlation matrix of the Program Quality Assessment scales. The left matrix depicts correlations of the PQA scales as completed by the teachers at the extensive evaluation sites. The right-side matrix displays the correlations of PQA scales as completed by trained, outside observers of MSRP classrooms. Because these observers were trained to a high standard of reliability (97.6% close agreement) these correlations will be discussed in greater depth here than the self-assessments to assess the structure of the instrument.

All scales were highly correlated with the overall assessment (see the bottom row of the lower, right matrix of the table) except Learning environment and Use of Funding. Learning environment questions could probably be subsumed into the Curriculum scale, with which it correlates most. The Use of funding scale was slightly correlated with Administration and

Supervision, and Philosophy measures, and uncorrelated with Curriculum, Population access, Learning environment, Advisory council, Parent involvement, and Instructional staff measures.

***Factor analysis.*** The structure of the Program Quality Assessment can be further investigated through factor analysis conducted on the observer-completed assessments. Results from the 73-item instrument could not be analyzed through a factor analysis (by Bartlett's test of sphericity), but more observations would have made this analysis possible. The 29 items from the curriculum section of the instrument were analyzed through factor analysis with a varimax rotation. Seven factors were abstracted, which together account for 81 percent of the variance observed in these items. Table C4 below displays the items loading most strongly on each factor.

The first rotated factor accounts for 44 percent of the variance. This factor seems to encompass the ***child-directedness*** of the environment. It includes variables such as the extent to which the atmosphere encourages and facilitates child-initiated and child-governed activities.

The second factor accounts for 11 percent of the variance in the curriculum portion of the instrument. This factor includes variables of the ***environment of the classroom***: the breadth and volume of materials, the open-endedness of materials, and the inclusion of multicultural and nonsexist materials.

The third factor accounts for eight percent of the variance, and includes keeping records on all children and handling children's separation from their family with respect. The fourth factor through seventh factors together account for 18 percent of the variance and include maintaining a consistent daily routine, recording anecdotes for planning, using a child observation measure, meeting children's basic physical needs, and including extended periods of free play in the daily routine.

Table C3

Correlation Matrix of Program Quality Assessment Scales for Observers Within (At the Intensive Sites) and Outside (At the Extensive Sites) MSRP Classrooms

| | Phil | Pop acc | Curric | Lrng env | Adv Cncl | Par inv | Fund | Admin | Instr staff | PQA total | Phil | Pop access | Curric | Lrng env | Adv cncl | Par inv | Fund | Admin | Instr staff | PQA total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Teacher-Rated Extensive Site Classrooms (*n* = 627) | | | | | | | | | | Observer-Rated Intensive Site Classrooms (*n* = 49) | | | | | | | | | |
| **Philosophy** | | | | | | | | | | | | | | | | | | | | |
| **Population access** | .521* | | | | | | | | | | .687* | | | | | | | | | |
| **Curriculum** | .430* | .465* | | | | | | | | | .582* | .582* | | | | | | | | |
| **Learning environment** | .338* | .358* | .462* | | | | | | | | .077 | .154 | .340* | | | | | | | |
| **Advisory council** | .473* | .353* | .372* | .239* | | | | | | | .617* | .650* | .607* | .190 | | | | | | |
| **Parent involvement** | .437* | .537* | .670* | .385* | .495* | | | | | | .837* | .785* | .567* | .165 | .737* | | | | | |
| **Funding** | .284* | .287* | .273* | .264* | .236* | .330* | | | | | .405* | .014 | .020 | -.123 | -.229 | .157 | | | | |
| **Administration & supervision** | .420* | .464* | .430* | .350* | .380* | .529* | .249* | | | | .804* | .619* | .525* | -.015 | .467* | .745* | .394* | | | |
| **Instructional staff** | .426* | .457* | .505* | .279* | .466* | .577* | .346* | .585* | | | .540* | .504* | .301* | .079 | .488* | .553* | -.019 | .312* | | |
| **PQA total** | .612* | .662* | .837* | .526* | .587* | .813* | .465* | .719* | .801* | | .842* | .775* | .886* | .276 | .729* | .836* | .195 | .784* | .551* | |

*$p < .05$, 2-tailed.

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**Table C4**

**Factor Analysis Results: Summary of Items with highest loadings on each factor.**

Factor 1 (44% of the variance; Eigenvalue = 12.8)

| | |
|---|---|
| .90 | Adults encourage children's initiatives with questions, ideas, and comments throughout the day (question 32) |
| .89 | Not penalized, shamed or compared (26) |
| .88 | Language from children predominates; children share control of conversations (35) |
| .87 | Adults use children's language, open-ended questions, and seek children's opinions (34) |
| .76 | Children have opportunities to solve problems and act independently (21) |
| .73 | Make own plans and carry out ideas throughout the day (31) |
| .70 | Children have opportunities to repeat activities and practice skills (24) |
| .70 | Children participate in resolving social conflicts (22) |
| .69 | Children explore and acquire skills at their own developmental level and pace (23) |
| .66 | Adults participate as active partners in children's play (13) |
| .63 | Warm & caring atmosphere; children go to adults for help, guidance and comfort (9) |
| .62 | Adult-initiated activities reflect children's interests and developmental levels (18) |
| .61 | Children are individually acknowledged for their accomplishments and work (25) |
| .55 | Children review and share with others what they have done (33) |
| .53 | Adults encourage children to interact and turn to each other throughout the day (11) |

Factor 2 (11.2% of the variance; Eigenvalue = 3.2)

| | |
|---|---|
| .90 | Program includes activities in all areas of development: cognitive, social, emotional, physical, language, sensory, and aesthetic (14) |
| .79 | Classroom contains a wide variety of manipulatives in several content areas (16) |
| .76 | Open-ended materials are varied and plentiful (20) |
| .75 | Activities involve a variety of senses (17) |
| .67 | Activities & materials include positive, multicultural & nonsexist experiences and role models(15) |
| .66 | Children have reasonable choices about activities and timing during transitions (27) |
| .60 | Children review and share with others what they have done (33) |
| .59 | Adult-initiated activities reflect children's interests and developmental levels (18) |
| .56 | Materials are arranged, labeled and accessible (19) |
| .55 | Adults participate as active partners in children's play (13) |

Factor 3 (8.2% of the variance; Eigenvalue = 2.4)

| | |
|---|---|
| .94 | Maintain complete and systematic records on all children (30) |
| .85 | Children's separation from home is handled with sensitivity and respect (8) |

Factor 4 (5.5% of the variance; Eigenvalue = 1.6)

.82 Anecdotal notes taken and used for planning for individual children (28)

.79 The class follows a consistent daily routine familiar to the children (10)

Factor 5 (4.9% of the variance; Eigenvalue = 1.4)

.79 A child observation measure of proven reliability and validity is completed regularly (29)

Factor 6 (3.8% of the variance; Eigenvalue = 1.1)

.79 Children's basic physical needs (nutritional, medical, etc.) are respected and met (7)

Factor 7 (3.5% of the variance; Eigenvalue = 1.0)

.72 Extended periods of free play (12)

***Problematic Items.*** A few specific items did not display responses correlated with the scale of which they were a part. These items are listed in Table C5.

**Table C5**

**PQA items not positively correlated with scale and total scores**

| Item (mean; standard deviation) | Correlation with scale |
|---|---|
| 30. Staff maintain systematic & complete records (4.75; .44) | -.006; Curriculum |
| 36. Safe and healthy environment (4.75; .56) | -.148; Learning environment |
| | -.077; Overall PQA |
| 37. Room divided into areas/centers (4.57; .54) | -.031; Learning environment |
| 38. Outdoor play space (3.86; 1.34) | -.016; Learning environment |
| 47. Formal meetings of parents with families (4.57; .50) | -.098; Overall PQA |
| 61. Staff with appropriate education & training (4.31; .78) | -.057; Instructional Staff |
| 62. Staff has relevant experience (4.55; .88) | -.012; Overall PQA |
| 64. Staff affiliated with professional organization (2.48; 1.46) | -.124; Instructional Staff |
| | -.315; Overall PQA |
| 71. Staff:Child ratio no more than 1:8 (4.58; .50) | -.008; Instructional Staff |
| | -.199; Overall PQA |
| 72. Continuity in instructional staff (4.85; .42) | -.003; Overall PQA |

For some of these items, a low variance in responses accounts for the low correlation of the item to the rest of the scale (items 30, 36, 37, 47, 62, 71, and 72). Most of these items are mandated (items 30, 36, 47, and 71), and therefore it is important to include them on the PQA for monitoring purposes, even though these items tend to receive high scores in general.

Aside from those items, there are still two problematic questions. Item 38 covering Outdoor Play Space is negatively correlated with the rest of the Learning Environment scale. This item has been revised for the 1996-97 data collection period to include indoor playspace that exercises gross motor movement. Some programs are unable to provide outdoor playspace due to severe weather conditions or safety reasons. Item 38 responses are positively correlated with the overall PQA ( $r = .208$), and should therefore not be omitted from the instrument.

One remaining item has a high negative correlation with its scale and the overall PQA: item 64, measuring the instructional staff's affiliation with professional organizations. Further difficulties with this item are discussed below when the relationship between the PQA and COR scores is examined.

### Relationships between PQA and COR scores

At three of the five intensive evaluation sites, CORs were collected by teachers, giving 23 classrooms with both COR and PQA ratings for the preschool year. The relationships between these two instruments will be investigated here.

***COR reliability.*** Teachers were trained in the COR in spring 1996 at some locations (at Muskegon and Wyoming) and had been using the COR at another local (at EOC in Port Huron). Table C6 presents an analysis of the COR scales in terms of reliability. These alpha-levels indicate that the teachers' scores are quite consistent within and across scales. The noticeably low reliability measure occurs with the creativity scale, and mainly at one site. The overall high measures of reliability among items provides some indication that these scores are valid for our analyses.

**Table C6**
**Reliability of pre-K COR scales at MSRP Sites Using the COR**

| Scale (Number of Items) | Alpha* | Port Huron | Wyoming | Muskegon |
|---|---|---|---|---|
| Initiative (4) | .694 | .684 | .717 | .696 |
| Social Relations (5) | .840 | .759 | .879 | .893 |
| Creative Representation (3) | .652 | .485 | .767 | .769 |
| Music & Movement (4) | .818 | .728 | .887 | .813 |
| Language & Literacy (6) | .809 | .774 | .803 | .868 |
| Logic & Mathematics (8) | .893 | .866 | .873 | .936 |
| Overall (30) | .945 | .933 | .936 | .964 |

*Using 219 child CORs completed by 23 MSRP teachers at end of 1995-1996 MSRP schoolyear.

***PQA and COR measures.*** The relationship between the PQA measures and the COR are presented in the body of this paper. The correlation between the scales of these assessments are presented in Tables 13 and 14. In addition to the PQA ratings, other program measures were abstracted from MSRP program final reports submitted by the intensive evaluation programs to the Michigan Department of Education. These were 1) dollars that the program spends on teacher's pay, and 2) teacher's education. Teacher's education was coded as a 1 = BA or BS degree, 2 = BA/BS and ZA, and 3 = BA/BS and ZA and MA/MS. Teacher's education is significantly correlated with five of the six scales of the COR, and with the overall COR ( $r$ = .692; $p < .01$). Thus, teacher's education was a significant predictor of children's development, as measured by the COR.

Teachers' compensation was calculated by dividing the amount allocated to teachers' salaries in the program budget, by the number of children the program is serving. This measure ranged from $2648 at the Kalamazoo Public School District, to $1019 at the Economic Opportunity Committee of St. Clair County (Port Huron). Teacher Pay is significantly correlated with the Music & Movement and the Language and Literature scores on the COR in preschool, but not with any other scales of the COR. Table C7 presents these correlations.

**Table C7**

**Correlations between child development scales and teacher qualifications and compensation**

| **COR scale:** | Initiative | Social Relations | Creative Representation | Music & Mvmt. | Language & Literature | Logic & Mathematics | All |
|---|---|---|---|---|---|---|---|
| Teacher Pay | .079 | .128 | .010 | .154* | .217** | .081 | .131 |
| Teacher's Education. | .559* | .428 | .594* | .602* | .743** | .587* | .692** |

*Correlation is significant, p<.05 **Correlation is significant, p<.01

# Appendix D

## Assessment Instruments

## MICHIGAN SCHOOL READINESS PROGRAM EVALUATION
## CHILD AND FAMILY BACKGROUND QUESTIONNAIRE

**Dear Parent/Guardian:**

The Michigan Department of Education is doing a study of children's experiences during the year before they begin kindergarten. Please complete this short questionnaire as part of this study. All of the information is completely confidential. The researchers will use ID numbers. Your name and that of your child will not appear in the study. Please return the completed form to the school. Thank you.

**ID number (completed by researcher):** ____________

### PLEASE COMPLETE THE FOLLOWING INFORMATION

1. Name of kindergarten child: ________________________________________
2. Child's date of birth: Month ________ Day ________ Year ________
3. Name of school where child attends kindergarten: ______________________
4. City where school is located: ______________________________________
5. Your name (person completing form): ______________________________
6. Your relationship to kindergarten child: ____________________________
7. Today's date: Month ________ Day ________ Year ________

**Did the child receive any early childhood services (such as *Early On*) FOR SPECIAL NEEDS BEFORE THE AGE OF THREE from the following agencies: (check all that apply)**

8. _____ Intermediate school district
9. _____ Local school district
10. _____ Public health agency
11. _____ Community mental health agency
12. _____ Family Independence Agency (Department of Social Services)

**13. Was the child enrolled in any early childhood program(s) or child care setting(s) during all or most of the previous 12 months?**

Yes _____ (*Go to Question 14*) No _____ (*Go to Question 27*)

**IF THE CHILD WAS ENROLLED IN A PART-DAY PROGRAM, CHECK ALL THAT APPLY:**

14. _____ Head Start
15. _____ Michigan School Readiness Program (also called ______________________)
16. _____ Preprimary Impaired Program (PPI) or Project Find
17. _____ Other public or public school program: ______________________
18. _____ Other private program: ______________________________

**IF THE CHILD WAS ENROLLED IN CHILD CARE *IN ADDITION TO A PART-DAY PROGRAM*, CHECK ALL THAT APPLY:**

19. _____ In child care center
20. _____ In family day care home
21. _____ In home of friend, neighbor, or relative
22. _____ In child's own home with caregiver or babysitter (someone other than parent)

**More -- Please turn over and complete the information on the other side of the page.**

**IF THE CHILD WAS ENROLLED IN FULL-DAY CARE, CHECK ALL THAT APPLY:**

23. _____ In child care center
24. _____ In family day care home
25. _____ In home of friend, neighbor, or relative
26. _____ In child's own home with caregiver or babysitter (someone other than parent)

27. Does the child have a ***mother, stepmother, or female guardian*** living in the home?

Yes _________ (*Go to Question 28*) No _________ (*Go to Question 29*)

28. What is the highest grade in school she completed? (*Check one*)

_____ 1st
_____ 2nd
_____ 3rd
_____ 4th
_____ 5th
_____ 6th
_____ 7th
_____ 8th
_____ 9th
_____ 10th
_____ 11th
_____ 12th (High school diploma)
_____ 13th (1 year college)
_____ 14th (2 years college; Associate's Degree)
_____ 15th (3 years college)
_____ 16th (4 years college; Bachelor's Degree)
_____ (Graduate school credits)
_____ (Graduate or professional degree)

29. Does the child have a ***father, stepfather, or male guardian*** living in the home?

Yes _________ (*Go to Question 30*) No _________ (*Go to Question 31*)

30. What is the highest grade in school he completed? (*Check one*)

_____ 1st
_____ 2nd
_____ 3rd
_____ 4th
_____ 5th
_____ 6th
_____ 7th
_____ 8th
_____ 9th
_____ 10th
_____ 11th
_____ 12th (High school diploma)
_____ 13th (1 year college)
_____ 14th (2 years college; Associate's Degree)
_____ 15th (3 years college)
_____ 16th (4 years college; Bachelor's Degree)
_____ (Graduate school credits)
_____ (Graduate or professional degree)

31. Counting all adults and children, how many people live in your household?

___________ people living in household

32. What is your household income? (*Indicate the household weekly **OR** monthly **OR** yearly income, whichever is the easiest way for you to report it. **Fill in only one number**.*)

$ _________ per week OR $_________ per month OR $ _________ per year

**The above information will be treated confidentially.**

**THANK YOU FOR YOUR HELP**

**Please return the completed form to the school office**

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Version: 12 September 1996

## MICHIGAN DEPARTMENT OF EDUCATION
## Comprehensive Programs in Health and Early Childhood Education Unit

### MICHIGAN SCHOOL READINESS PROGRAM
### PROGRAM QUALITY ASSESSMENT

**Name of person conducting review/observation:** ____________________
**Reviewer's agency:** ______________ **Position:** ______________
**Date of review/observation:** **Year** ______ **Month** ______ **Day** ______

**District/agency where program/classroom located:** ____________________
**FIA (formerly DSS) license number:** ____________________

**Program/classroom being reviewed:** ____________________
**Name of building (if appropriate):** ____________________
**Street number/address of program/classroom:** ____________________
**City/state/zip:** ____________________
**Telephone number including area code:** ______ -- ______________

**Classroom staff and volunteers:**
**Name of head teacher/lead teacher:** ____________________
**Name of associate teacher:** ____________________
**Name of teacher assistant or aide:** ____________________
**Other classroom staff and volunteers (list by position and name):**
**Position:** ______________ **Name:** ______________
**Position:** ______________ **Name:** ______________
**Position:** ______________ **Name:** ______________
**Position:** ______________ **Name:** ______________
**Administrative/supervisory staff:**
**Name of program's early childhood specialist:** ____________________
**Telephone number including area code:** ______ -- ______________

**Number of weeks program/classroom in session during 1995-96 school year:** ______
**Hours of operation (check one): Half Day** _____ **Full Day** _____ **Double Session** _____

**Number of children enrolled during 1995-96 school year:** ______________

**General notes or comments about review/observation:**

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Version: 14 March 1996

## AREA I
## PHILOSOPHY

**An underlying theory or statement of fundamental beliefs which establishes a framework for program decisions and provides direction for goal setting and program implementation. The foundation upon which all activities are based.**

### STANDARD

**(A) A written philosophy for the early childhood education program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.**

| 01. The program has a comprehensive written philosophy. | | | Standard(s): A<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>The program does not have a written philosophy or documented program practices and goals; the educational approach is not based on theory and research | (2) | (3)<br>Some components of the program's philosophy and approach are documented; a written statement provides some rationale for program practices and goals for children's development | (4) | (5)<br>The program has a comprehensive written philosophy based on theory and research; the philosophy provides a rationale for program practices and goals for children's development |

____ Check here if **not observed or noted**

Notes and comments:

| 02. The development, review, and dissemination of the program philosophy involves many members of the staff and community. | | | Standard(s): A<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>No one from the staff or community is involved in developing, reviewing, and disseminating the program philosophy | (2) | (3)<br>No more than 3 people from the staff and community contribute to developing and reviewing the program philosophy; the philosophy is available to a limited number of interested people | (4) | (5)<br>Many members of the staff and community provide input in developing and reviewing the program philosophy; the philosophy is available to all interested people |

____ Check here if **not observed or noted**

Notes and comments:

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## Purpose of the Michigan School Readiness Program Quality Assessment

The Program Quality Assessment is an instrument used to monitor, evaluate, and design staff development activities for early childhood programs funded by the Michigan School Readiness Program (MSRP). Based on two types of data---**records review/interviews with staff** and **classroom observations**---data collectors complete a series of 5-point rating scales describing the quality of the MSRP program. The endpoints and the midpoint of each scale are clearly defined and illustrated with examples to assist data collectors in making objective ratings.

## Organization of the MSRP Program Quality Assessment Form

The Program Quality Assessment form is organized according to the Michigan Department of Education's *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*. The *Standards* lists nine areas to be monitored in MSRP programs: Philosophy, Population/Access, Curriculum, Learning Environment and Equipment, Advisory Council Community Involvement, Parent/Family Involvement, Funding, Administrator/Supervisory Personnel, and Instructional Staff Personnel. Each area has one or more standards, and each standard is further defined by specific criteria and quality indicators. These criteria and indicators are the conceptual and empirical bases for the 73 items in the Program Quality Assessment.

The Program Quality Assessment form is divided into nine sections, each corresponding to one of the assessment areas in the *Standards*. Each section begins with the name and definition of the area and its associated standard(s). These are followed by the items, each with a carefully defined 5-point rating scale. Included with each item is an indication of the standard(s) it assesses. The standard to which the item is most relevant is indicated first in **bold face**. Because the standards are complex and multidimensional, many items are relevant to assessing more than one standard, including standards appearing in other areas. Also listed is the data source---records/interview, observation, or both---used to complete each rating.

## Directions for Administering the MSRP Program Quality Assessment

A data collector, such as a Michigan Department of Education Consultant or an outside evaluator, can complete the Program Quality Assessment in a one-day site visit. Site staff (for example, administrators, curriculum specialists, and teachers) may also complete the instrument to highlight program strengths and identify problems requiring further program planning and staff development. Before completing the form, data collectors should conduct a comprehensive program review and observation. **Circle only one numerical rating per item** to complete the form. Ratings are clearly defined at levels *1*, *3*, and *5*. Ratings of *2* and *4* should be used when program quality appears to fall somewhere between the defined levels. When an item encompasses several aspects (e.g., meeting children's basic needs for food, water, rest, and toileting), the following general rule applies: A rating of *1* indicates that none of the requirements are fulfilled; a rating of *3* indicates that approximately half of the requirements are fulfilled; and a rating of *5* indicates that virtually all of the requirements for that item are fulfilled. Ratings of *2* and *4* indicate gradations between these points. Following each item is a space to write notes and comments; use this documentation as needed to explain the rating and to indicate any follow-up activity.

To complete observation items, the data collector observes in the program, makes notes as needed, and circles one rating for each item. Where necessary, the rater may ask program staff (for example, the teacher) for additional information to supplement what can be observed. To complete records/interview items, the data collector examines the program records and asks staff (for example, the director) "*Which of the following statements or in-between levels comes closest to describing your program?*" The rater reads the descriptions at levels 1, 3, and 5, makes notes on the staff member's response as needed, and circles one rating for each item. Only if the relevant information cannot be obtained through all available methods should the rater check "**not observed or noted**."

A summary sheet at the end of the form allows data collectors to indicate the ratings on all items and to specify problem areas and items, as well as plans and timelines for addressing identified problems.

**AREA II**
**POPULATION/ACCESS**

**Policies, procedures, and conditions that influence or determine who will have access to the early childhood education program and which assure that children who meet established eligibility criteria shall not be excluded from participation because of distinguishable personal characteristics.**

STANDARD

**(B) The target population is identified and has access to an early childhood education program.**

| | | | | |
|---|---|---|---|---|
| 03. The program has a fully developed recruitment plan. | | | Standard(s): **B**<br>Data source(s): Records/Interview | |
| (1)<br>The program has no recruitment plan; children are recruited at random; there is evidence that eligible children are excluded from participation based on individual or family background factors; program information is not available as needed to non-English speakers or persons with handicapping conditions | (2) | (3)<br>The program has a partially developed recruitment plan; eligible children are not excluded from the program based on individual or family background factors; there is some effort to make program information available as needed to non-English speakers or persons with handicapping conditions | (4) | (5)<br>The program has a fully developed recruitment plan that includes procedures for screening, selection, and placement; eligible children are not excluded on the basis of ethnicity, religion, sex, handicapping condition, or SES; program information is provided as needed in other languages and for hearing/visually impaired |

____ Check here if **not observed or noted**

Notes and comments:

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| | | | | |
|---|---|---|---|---|
| **04. The program or its host agency provides diagnostic and special education services for special needs children. [Note: Services may be provided directly or through referral to other community agencies.]** | | | Standard(s): **B**<br>Data source(s): Records/Interview | |
| **(1)**<br>Diagnostic and special education services are never or rarely provided | **(2)** | **(3)**<br>Diagnostic and special education services are provided in some areas of development but not in others | **(4)** | **(5)**<br>Physical and psychological diagnostic services are provided for children with potential handicaps; special education services are provided in speech and language, physical therapy, visual, audiological, social work, and other areas |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **05. The program has an attendance policy** | | | Standard(s): **B**<br>Data source(s): Records/Interview | |
| **(1)**<br>There is no attendance policy | **(2)** | **(3)**<br>An attendance policy exists but it is not always followed | **(4)** | **(5)**<br>An attendance policy is developed, is available to staff and parents, and is consistently followed; the attendance policy includes criteria for exclusion from the program for non-attendance |

____ Check here if **not observed or noted**

Notes and comments:

| 06. The program is accessible to all populations. | | | Standard(s): B M<br>Data source(s): Observation, Records/Interview | |
|---|---|---|---|---|
| (1)<br>Program facilities present barriers to persons with handicapping conditions (e.g., lack of handicapped parking spaces, ramps, or bathroom facilities); there are no plans to make the facility barrier-free | (2) | (3)<br>There is some effort to accommodate persons with handicapping conditions but barriers are still evident; there are some plans to make the facility barrier-free | (4) | (5)<br>Program facilities are barrier-free and accessible to persons with handicapping conditions; facilities can be adapted to meet a variety of special needs |

__ Check here if **not observed or noted**

Notes and comments:

## AREA III
## CURRICULUM

**The content and composition of the preschool program, including all daily activities, transitions, and routines that impact on the child's physical, social, emotional, and intellectual development.**

### STANDARD

**(C) The program is structured to enhance children's feelings of comfort and security.**

| 07. Children's basic physical needs are met. | | | Standard(s): C<br>Data source(s): Observation | |
|---|---|---|---|---|
| (1)<br>Children are denied snacks or rest as a form of punishment; children must use the toilet according to a schedule rather than as needed; wet or soiled clothing is never or rarely changed promptly; injuries and illnesses are never or rarely attended to promptly | (2) | (3)<br>Nutritious snacks are sometimes provided; children sometimes have to wait to use the toilet; wet or soiled clothing is sometimes changed promptly; injuries and illnesses are sometimes attended to promptly | (4) | (5)<br>The program provides children with nutritious snacks; food/water, rest, and opportunities to use the toilet are not denied; wet or soiled clothing is changed promptly; injuries and illnesses are attended to promptly |

____ Check here if **not observed or noted**

Notes and comments:

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| 08. **Children's separation from home is handled with sensitivity and respect.** | | | Standard(s): **C** E<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Children are rushed into separating from their parents/guardians; children are ridiculed or shamed for crying or being reluctant to separate; children are forced to enter into activities before they have finished separating | **(2)** | **(3)**<br>Children are sometimes given time and opportunity to separate from parents/guardians; children are given a limited amount of time at the beginning of the day before being pushed into entering program activities | **(4)** | **(5)**<br>Staff help children separate from parents/guardians; children are given time to enter into play at the beginning of the program day; parents/guardians are encouraged to stay until children are ready to separate |

____ Check here if **not observed or noted**

Notes and comments:

| 09. **Adults create a warm and caring atmosphere for children.** | | | Standard(s): C<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults appear cool, distant, or impersonal towards children; adults talk primarily to one another or maintain the classroom instead of focusing on children; adults use loud, shaming, or harsh words to discipline children; adults do not attend to children who appear upset | **(2)** | **(3)**<br>Adults sometimes show positive attention to children; discipline is sometimes harsh or inappropriate; children sometimes go to adults when they are upset | **(4)** | **(5)**<br>Adults exhibit warmth in their interactions with children; adults treat children with respect; adults use a positive approach to discipline; children go to adults for help, comfort, and guidance; children call adults by name |

____ Check here if **not observed or noted**

Notes and comments:

| 10. Adults establish a consistent daily routine for children. | | | Standard(s): C E<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults never or rarely follow a consistent routine; the sequence of events is unplanned; children are not aware of the sequence or nature of activities and depend on adults telling them what to do next | **(2)** | **(3)**<br>Adults sometimes follow a consistent routine; the sequence of events is sometimes planned; children are somewhat aware that there is a fairly consistent daily routine | **(4)** | **(5)**<br>Adults always follow a consistent routine; the sequence of events is planned; children are fully aware that there is a consistent routine and can anticipate what activities come next |

____ Check here if **not observed or noted**

Notes and comments:

| 11. Adults encourage children to interact and turn to each other for assistance throughout the day. | | | Standard(s): C E<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults never or rarely encourage children to interact with each other | **(2)** | **(3)**<br>Adults sometimes encourage children to interact with each other; adults have unrealistic expectations about children's ability to play together (e.g., adults tell children to share, take turns, cooperate, be friends, play with one another) | **(4)** | **(5)**<br>Adults encourage children to interact with each other in ways appropriate to their developmental level; adults find many opportunities to refer children to one another; adults look for and support children's spontaneous cooperative efforts |

____ Check here if **not observed or noted**

Notes and comments:

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### STANDARD

**(D) Children in the early childhood program have opportunities to utilize play to translate experience into understanding.**

| 12. The program has extended periods of free play during which children can initiate activities and carry out their intentions. | | | Standard(s): D K<br>Data source(s): Observation | |
|---|---|---|---|---|
| (1)<br>Free play time lasts 10 minutes or less; children carry out primarily adult-initiated activities (e.g., adults tell children which interest area to play in, what materials to use, or what activities to complete) | (2) | (3)<br>Free play time lasts 20-30 minutes; free play does not occur every day; children have some opportunities to initiate their play activities | (4) | (5)<br>Free play time lasts 45 minutes or more; free play occurs every day; children initiate activities and carry out their intentions (e.g., children choose areas, people, materials, and activities; children are free to invent activities and use materials creatively; children are free to change activities) |

____ Check here if **not observed or noted**

Notes and comments:

| 13. Adults participate as partners in children's play. | | | Standard(s): D<br>Data source(s): Observation | |
|---|---|---|---|---|
| (1)<br>Adults never or rarely participate in children's play | (2) | (3)<br>Adults' play is guided by their own agenda; adults often interrupt and attempt to re-direct or take control of children's play | (4) | (5)<br>Children have control when adults join their play; adults are co-players in children's play (e.g., adults take cues from children, follow children's directions, imitate children, match the complexity of their play, offer suggestions within the children's play theme) |

____ Check here if **not observed or noted**

Notes and comments:

### STANDARD

**(E) The curriculum is designed to address all aspects of children's development.**

| | | | | |
|---|---|---|---|---|
| 14. The program offers materials and activities in all areas of development: **aesthetic** (art, music, movement, drama, nature, imagination), **emotional** (trust, autonomy, initiative, positive self-concept), **social** (interactions with peers and adults, empathy, respect, cultural knowledge), **cognitive** (basic concepts, problem-solving), **language** (auditory discrimination, listening, speaking), **physical** (large and small muscle, body awareness), and **sensory** (visual, tactile, auditory, olfactory, gustatory). | | | Standard(s): E D F L<br>Data source(s): Observation | |
| (1)<br>The program offers materials and activities in no more than two areas of development; spontaneous learning experiences are not incorporated into the day's activities | (2) | (3)<br>The program offers materials and activities in no more than four areas of development; spontaneous learning experiences are sometimes incorporated into the day's activities | (4) | (5)<br>The program offers activities and materials in all areas of development; spontaneous learning experiences are recognized and incorporated into the day's activities |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| 15. Activities and materials provide positive, nonsexist, and multicultural experiences and role models. | | | Standard(s): E C K<br>Data source(s): Observation | |
| (1)<br>Activities and materials reflect only the dominant culture; no attempt is made to reflect children's home and community cultures; activities and materials perpetuate cultural and gender stereotypes | (2) | (3)<br>The program makes some effort to incorporate activities and materials from children's home and community cultures; some activities and materials reinforce cultural and gender stereotypes | (4) | (5)<br>The program has activities and materials from children's home and community cultures; activities and materials depict a wide range of nonstereotyped role models; multicultural activities are integrated into the daily routine; children have opportunities to interact with adults of their own and other cultural groups |

____ Check here if **not observed or noted**

Notes and comments:

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STANDARD

**(F) Activities are designed to teach children concepts and skills through active manipulation of objects.**

| | | | | |
|---|---|---|---|---|
| 16. The classroom provides a wide variety of manipulative materials in all areas including art, science and exploration, pre-math concepts, large and small motor, music and movement, dramatic play, block play, sand and water play, language arts, tactile and kinesthetic letters, and printed text and stories. | | | Standard(s): F M<br>Data source(s): Observation | |
| **(1)**<br>The classroom provides manipulatives in no more than two areas of development; worksheets are used for some activities | **(2)** | **(3)**<br>The classroom provides manipulatives in no more than five areas of development; adults sometimes present concepts without opportunities for hands-on learning | **(4)** | **(5)**<br>The classroom provides manipulatives in all areas of development; adults consistently present concepts using hands-on activities that allow children to explore and construct their own understanding |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| 17. Activities are designed to involve a variety of senses. | | | Standard(s): F G<br>Data source(s): Observation | |
| **(1)**<br>Activities are presented using primarily one sense (e.g., visual or auditory); children are never or rarely encouraged to use a variety of senses to explore materials | **(2)** | **(3)**<br>Activities are sometimes presented using more than one sense; children are sometimes encouraged to explore with a variety of senses | **(4)** | **(5)**<br>Activities are designed to use multiple senses; children can use the sense(s) they find most comfortable and satisfying |

____ Check here if **not observed or noted**

Notes and comments:

STANDARD

**(G) Activities for children are designed so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.**

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| 18. Adult-initiated activities (small- and large-group times) accommodate a range of children's interests and levels of development. | | | Standard(s): G J K<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adult-initiated activities never or rarely reflect children's interests or developmental levels | **(2)** | **(3)**<br>Adult-initiated activities sometimes reflect children's interests and developmental levels | **(4)** | **(5)**<br>Adult-initiated activities consistently reflect children's interests and developmental levels |

____ Check here if **not observed or noted**

Notes and comments:

STANDARD

**(H) The curriculum is designed to enable children to experience both challenge and success.**

| 19. Materials are arranged, labeled, and accessible to children. | | | Standard(s): H F M<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>There is no discernible order or system to the arrangement of materials; there are no or few labels; children must ask adults to reach all or most materials | **(2)** | **(3)**<br>Similar items are placed together; some areas or materials are labeled; children have access to some of the materials on their own | **(4)** | **(5)**<br>Materials are grouped by function or type; all materials are labeled using a variety of strategies understood by children (e.g., tracings, pictures, photographs, real objects); children can reach all (non-dangerous) materials on their own |

____ Check here if **not observed or noted**

Notes and comments:

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|  |  |  |  |  |
|---|---|---|---|---|
| 20. Open-ended materials are varied and plentiful. |  |  | Standard(s): H F M<br>Data source(s): Observation |  |
| (1)<br>Open-ended materials are limited; materials lead to prescribed outcomes (e.g., art cut-outs, lotto games, worksheets, coloring books) | (2) | (3)<br>Some open-ended materials are available; open-ended materials are available in some interest areas/centers of the room | (4) | (5)<br>Multiple sets of materials are available; there is a variety of open-ended materials in all interest areas (e.g., corks, dolls, scarves, vehicles, paints) |

____ Check here if **not observed or noted**

Notes and comments:

|  |  |  |  |  |
|---|---|---|---|---|
| 21. Children have opportunities to solve problems and act independently. |  |  | Standard(s): H E F K L<br>Data source(s): Observation |  |
| (1)<br>Adults solve problems for children; adults never or rarely let children do things for themselves (e.g., get dressed, pour juice) | (2) | (3)<br>Children sometimes solve their own problems; adults sometimes let children do things for themselves but become impatient if it takes too long or children do not arrive at the solution the adult has in mind | (4) | (5)<br>Adults allow time for children to do things for themselves; adults accept children's solutions |

____ Check here if **not observed or noted**

Notes and comments:

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| 22. Children participate in resolving conflicts. | | | Standard(s): H E L<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults solve social conflicts for children; adults never or rarely converse with children about how or why they are resolving conflicts | **(2)** | **(3)**<br>Adults acknowledge children's feelings about conflicts; adults solve children's conflicts giving some explanation about what they are doing and why | **(4)** | **(5)**<br>Adults and children use a problem-solving approach to social conflicts; adults approach children who are in conflict with a calm manner, gather information from the children, restate the problem, ask the children for solutions, wait for and support the children's decisions |

____ Check here if **not observed or noted**

Notes and comments:

**STANDARD**

**(I) The curriculum is designed so that activities are carefully and developmentally sequenced.**

| 23. Children can explore and acquire skills at their own developmental level and pace. | | | Standard(s): I J K<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Teachers often present ideas at levels too abstract or complex for children; children in the classroom are expected to master concepts and skills at the same rate as their peers | **(2)** | **(3)**<br>Teachers sometimes present ideas at levels too abstract or complex for children; children are sometimes expected to proceed with learning activities at the same rate as their peers | **(4)** | **(5)**<br>Teachers present activities simply and sequentially so children can determine their own level and pace of involvement; adults extend learning in ways appropriate to each child's developmental level; children build on previous activities to learn new ideas and skills |

____ Check here if **not observed or noted**

Notes and comments:

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| 24. Children have opportunities to repeat activities and practice skills. | | | Standard(s): I G<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Children have no or few opportunities to repeat activities and practice skills | **(2)** | **(3)**<br>Children have some opportunities to repeat activities and practice skills | **(4)** | **(5)**<br>Children have many opportunities to repeat activities and practice skills |

___ Check here if **not observed or noted**

Notes and comments:

**STANDARD**

**(J) The curriculum is designed to promote individualized instruction rather than requiring children to move as a group from one learning objective to the next.**

| 25. Children are individually acknowledged for their accomplishments. | | | Standard(s): J<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Children's individual accomplishments are never or rarely acknowledged; children's work is not displayed in the classroom | **(2)** | **(3)**<br>Children's individual accomplishments are sometimes acknowledged; some children's work is displayed in the classroom | **(4)** | **(5)**<br>Children's individual accomplishments are always acknowledged; children's work is displayed throughout the classroom |

___ Check here if **not observed or noted**

Notes and comments:

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| 26. Children are not penalized, pressured, shamed, or compared unfavorably with classmates. | | | Standard(s): J<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Children are often penalized or pressured for lagging behind classmates; children are frequently compared to other individuals or the group | **(2)** | **(3)**<br>Children are sometimes penalized or pressured for lagging behind classmates; children are sometimes compared to other individuals or the group | **(4)** | **(5)**<br>Children are not penalized or pressured for lagging behind classmates; children are not compared to other individuals or the group |

____ Check here if **not observed or noted**

Notes and comments:

| **27. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.** | | | Standard(s): J K<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Children have no choice at transition times; adults always require children to stop what they are doing and wait as a group until everyone is ready for the next activity (e.g., everyone must clean up before starting large-group time; everyone must gather at the door before going outside) | **(2)** | **(3)**<br>Children have some choice at transition times; adults sometimes give children notice before transitions (e.g., "five more minutes until cleanup"); during some transitions, children wait for the whole group to finish before beginning the next activity | **(4)** | **(5)**<br>Children make choices during transition activities (e.g., about the order of cleaning up); parts of the day overlap; adults give children notice before transitions; individual children can finish what they are doing before joining the rest of the group and the next activity |

____ Check here if **not observed or noted**

Notes and comments:

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| | | | | |
|---|---|---|---|---|
| **28. Staff record and discuss anecdotal notes as the basis for planning for individual children.** | | | Standard(s): J<br>Data source(s): Records/Interview | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** |
| Staff never or rarely record anecdotal notes about children; staff do not use anecdotal notes to plan for individual children | | Staff sometimes record anecdotal notes about children; notes include teachers' subjective judgments; notes focus primarily on children's negative behaviors/deficits; staff sometimes use anecdotal notes to plan for individual children | | Staff record and discuss anecdotal notes about children daily; notes objectively reflect what children are doing and saying throughout the day; staff always use anecdotal notes to plan for individual children |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **29. Staff regularly complete a child observation measure of proven reliability and validity.** | | | Standard(s): J<br>Data source(s): Records/Interview | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** |
| Staff never complete a child observation measure | | Staff complete a child observation measure once a year; the measure is of unknown reliability and validity | | Staff complete a child observation measure two times a year or more; the measure is of proven reliability and validity |

____ Check here if **not observed or noted**

Notes and comments:

| | |
|---|---|
| 30. Staff maintain records on all children including the following data: name, birthdate, parent/guardian, home address & phone, immunization, health, documentation of 2 or more risk factors (including free lunch eligibility as an indicator of low income), assessment of child's progress, home visit documentation, parent/teacher conference documentation | Standard(s): J<br>Data source(s): Records/Interview |

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| Staff never or rarely maintain systematic records on children in the program | | Staff maintain some records but they are not systematic or complete | | Staff maintain systematic and complete records on all children in the program |

____ Check here if **not observed or noted**

Notes and comments:

### STANDARD

**(K) The curriculum is designed to enable children to learn those things that are important to them.**

| | |
|---|---|
| **31. Children make plans and carry out their own ideas throughout the day.** | Standard(s): K J<br>Data source(s): Observation |

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| Children never or rarely have opportunities to make plans and carry out their own ideas; adults plan and direct all or most of the day's activities; children are directed to use materials or carry out activities in the same or similar ways (e.g., children are expected to make the same products, respond with the same words and actions) | | Children have some opportunities during the day to make plans and carry out their ideas; children are presented with a limited number of choices (e.g., areas where they can work or materials they can use); adults plan and direct many of the day's activities | | Children have many opportunities to make plans and carry out their ideas during the day; children have many choices about the areas they play in, the materials they use, and who they play with; children can contribute and carry out their own ideas even during adult-led times of the day (small- and large-group) |

____ Check here if **not observed or noted**

Notes and comments:

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| **32. Adults encourage children's initiatives throughout the day.** | | | Standard(s): **K** E J<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults never or rarely encourage children's initiatives; adults impose their own ideas of what children should be learning and doing | **(2)** | **(3)**<br>Adults sometimes encourage children's initiatives; adults sometimes impose their own ideas of what children should be learning and doing | **(4)** | **(5)**<br>Adults encourage children's ideas, suggestions, and efforts by listening to children, encouraging children to talk about what they are doing, trying out children's ideas themselves, using children's words, and commenting specifically on children's work |

____ Check here if **not observed or noted**

Notes and comments:

| **33. Adults encourage children to review their activities and share with others what they have done and learned** | | | Standard(s): **K**<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>There is never or rarely an opportunity for children to recall or reflect on what they have done or learned; children never or rarely share what they have done with others | **(2)** | **(3)**<br>There is some opportunity for children to recall or reflect on what they have done or learned (e.g., talking about something they have brought from home); children sometimes share what they have done with others | **(4)** | **(5)**<br>There are many opportunities for children to recall or reflect on what they have done and learned; children often share what they have done with others at an appropriate developmental level (e.g., by showing, re-enacting, describing in words, drawing) |

____ Check here if **not observed or noted**

Notes and comments:

### STANDARD

**(L) Adults in the early childhood program use language that enhances children's critical thinking.**

| **34. Adults invite child language by offering comments, asking open-ended questions (questions without a predetermined or single correct answer), and seeking children's opinions.** | | | Standard(s): L<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adults never or rarely offer comments, ask children open-ended questions, or seek children's opinions; adults ask predominantly closed-ended questions and expect children to give the one correct answer | **(2)** | **(3)**<br>Adults sometimes offer comments, ask children open-ended questions, or seek children's opinions; adults sometimes ask children to make predictions or judgments | **(4)** | **(5)**<br>Adults regularly converse with children by offering comments and asking children open-ended questions; adults ask children to make predictions or judgments; adults ask children their opinions; adults encourage children to understand things from more than one perspective |

____ Check here if **not observed or noted**

Notes and comments:

| **35. Language from children predominates throughout the day.** | | | Standard(s): L<br>Data source(s): Observation | |
|---|---|---|---|---|
| **(1)**<br>Adult control conversations with children during all or most parts of the day; children talk mostly in response to adults; children are often told to be quiet so they can listen to adults | **(2)** | **(3)**<br>Adults sometimes control conversations with children; adults ask questions and direct the conversation; adults give their own ideas without taking cues from children | **(4)** | **(5)**<br>Children always share control of conversations with adults; adults follow children's conversational cues, leads, and ideas; children ask questions; adults comment, offer observations and acknowledgments |

____ Check here if **not observed or noted**

Notes and comments:

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## AREA IV
## LEARNING ENVIRONMENT AND EQUIPMENT

**The physical setting, including the availability and arrangement of space and all appointments, such as toys and other materials or supplies needed to operate the early childhood program.**

### STANDARD

**(M) The early childhood education program provides adequate and appropriate facilities, space, equipment, supplies, and materials.**

| 36. The classroom provides a safe and healthy environment for children. | | | Standard(s): M C<br>Data source(s): Records/Interview, Observation | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |
| The classroom is crowded in all or most areas; there are safety hazards; the room lacks adequate ventilation and temperature control | | The classroom is crowded in some areas; there are minor safety concerns; ventilation and temperature control are sometimes inadequate | | The classroom provides at least 35 square feet of space per child; the room is safe and free of hazards; there is adequate ventilation in the room; a comfortable temperature is consistently maintained during the day |

____ Check here if **not observed or noted**

Notes and comments:

| 37. The room is divided into well-defined and logically located interest areas/centers with adequate space for each area and easy accessibility between areas. | | | Standard(s): M C<br>Data source(s): Observation | |
|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) |
| No interest areas are defined or apparent; children cannot move easily from one area of the room to another; inadequate space limits the number of children who can play in one area | | Two or three interest areas are defined; materials and equipment are not always stored in logical locations; location of areas or furniture inhibits the flow of traffic and play | | Interest areas are clearly marked; many children can play in each area; equipment and materials are logically located within each area; children can move freely from one area to another |

____ Check here if **not observed or noted**

Notes and comments:

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| 38. Outdoor play space (at or near the program site) accommodates various types of play. | | | Standard(s): M D E<br>Data source(s): Observation | |
|---|---|---|---|---|
| (1)<br>There is no or limited outdoor play space; outdoor play space has no or limited materials | (2) | (3)<br>Space and materials allow for some but not all types of outdoor play | (4) | (5)<br>Outdoor area includes space and stationary and portable materials for various types of play (e.g., running, digging, climbing, riding, swinging, pretending) |

____ Check here if **not observed or noted**

Notes and comments:

## AREA V
## ADVISORY COUNCIL COMMUNITY INVOLVEMENT

**An organized group of persons serving as a communication link between the home, school, and community. This council assists administrators and teachers in planning, developing, and reviewing the early childhood education program.**

### STANDARD

(N) **An advisory council is organized and has responsibility for advising, recommending, and assisting school personnel concerned with the early childhood education program.**

| 39. The program has an advisory council with the appropriate community membership; the membership roster is available to the public. | | | Standard(s): N<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>There is no advisory council; community members and persons of varying backgrounds are not involved in determining program policies | (2) | (3)<br>The advisory council has representatives from some but not all community and program groups; there is no list of members | (4) | (5)<br>Advisory council membership includes community agencies, racial/ethnic groups, males and females, and persons with handicapping conditions; the membership roster is printed and provided to all interested persons. |

____ Check here if **not observed or noted**

Notes and comments:

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| 40. **The advisory council follows the recommended operating procedures** | | | Standard(s): **N**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>The advisory council never or rarely follows the recommended operating procedures | **(2)** | **(3)**<br>The advisory council follows some of the recommended operating procedures | **(4)** | **(5)**<br>The advisory council operates within a set of policies/bylaws, elects officers, meets 2 or more times a year, uses a planned agenda, and records and distributes minutes |

____ Check here if **not observed or noted**

Notes and comments:

| 41. **The advisory council performs all appropriate program oversight and community relations functions.** | | | Standard(s): **N**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>The advisory council performs none or few of its functions | **(2)** | **(3)**<br>The advisory council performs some of its functions; the advisory council performs most of its functions but does so sporadically | **(4)** | **(5)**<br>The advisory council is a consistent liaison between the program and the community and regularly makes recommendations about: meeting community needs; long-range planning; fiscal oversight; personnel; program evaluation; and coordinating services within the community |

____ Check here if **not observed or noted**

Notes and comments:

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## AREA VI

## PARENT/FAMILY INVOLVEMENT

**Family-oriented programs that are integrated into the overall early childhood education program and that provide parents and other family members with opportunities to participate in all phases of program development and implementation. Opportunities for parents and families to receive support, expand knowledge of child development, increase parenting skills, and extend children's learning at home are included.**

### STANDARD

**(O) The early childhood program provides support for families, assists parents in developing an in-depth understanding of children, and encourages family members to participate in all phases of the program.**

| 42. The program provides a variety of opportunities for parents to become involved in the program. | | | Standard(s): O E K<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>There are no or few activities or materials to help parents become involved in the program | **(2)** | **(3)**<br>There are some activities or materials to help parents become involved in the program | **(4)** | **(5)**<br>There are many parent involvement options consistent with a variety of parent interests and time (e.g., volunteering in the classroom, bringing materials, attending parent meetings and workshops, serving on parent advisory councils, meeting with teachers to discuss children's progress, supporting children's learning at home, reading or contributing to a parent newsletter); programs enable parent participation by providing child care and transportation as needed |

____ Check here if **not observed or noted**

Notes and comments:

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| | | | | |
|---|---|---|---|---|
| 43. **Parents are encouraged to participate in program activities with children.** | | | Standard(s): **O** E<br>Data source(s): Records/Interview, Observation | |
| **(1)**<br>Parents are never or rarely encouraged to volunteer in the classroom, go on field trips, or participate in other activities with children | **(2)** | **(3)**<br>Parents are sometimes invited or encouraged to participate in a limited number of activities with children (e.g., they chaperone on field trips, they volunteer in the classroom but perform primarily custodial roles) | **(4)** | **(5)**<br>Parents are often invited or encouraged to participate in a variety of activities with children (e.g., they volunteer in the classroom and play an active role in the day's activities, bring in recyclables, help to make materials) |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| 44. **Staff share information about the curriculum with parents.** | | | Standard(s): **O** T<br>Data source(s): Records/Interview | |
| **(1)**<br>Staff never or rarely share information with parents about the program and its curriculum | **(2)** | **(3)**<br>Staff make moderate efforts to share information with parents about the program and its curriculum (e.g., an information packet is given or mailed to parents, staff make occasional remarks to parents about how the program works) | **(4)** | **(5)**<br>Staff make extensive efforts to share information with parents about the program (e.g., regular mailings or newsletters about the program, orientation sessions, frequent informal comments to explain regular activities, inviting and answering questions from parents about the program) |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **45.** Staff share information with parents about how they can promote and extend their children's learning and social development at home. | | | Standard(s): O E K<br>Data source(s): Records/Interview | |
| **(1)**<br>Staff never or rarely share ideas or materials that parents can use to support their children's learning and social development at home | **(2)** | **(3)**<br>Staff share some ideas or materials that parents can use to support their children's learning and social development at home | **(4)** | **(5)**<br>Staff share many ideas or materials that parents can use to support their children's learning and social development at home (e.g., the educational potential of ordinary household objects, how everyday family activities can be social learning experiences, how to promote language development) |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **46. Staff and parents interact informally to share information about the day's activities and children's experiences.** | | | Standard(s): O<br>Data source(s): Records/Interview | |
| **(1)**<br>Staff and parents never or rarely interact informally | **(2)** | **(3)**<br>Staff and parents sometimes interact informally | **(4)** | **(5)**<br>Staff and parents frequently interact informally (e.g., telling one another about the child's day and evening during drop-off and pick-up times, sharing things the child has made or said, sending notes, making calls) |

____ Check here if **not observed or noted**

Notes and comments:

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| | | | | |
|---|---|---|---|---|
| **47. Staff members visit families and schedule formal meetings (parent conferences) to share information with parents and seek input about the program and their children's development. [Note: Do not count meetings that are specially called because the child is having problems.]** | | | Standard(s): **O**<br>Data source(s): Records/Interview | |
| **(1)**<br>Staff never or rarely conduct home visits or schedule conferences with each child's parent/guardian | **(2)** | **(3)**<br>Staff conduct one home visit per year and schedule one conference with each child's parent/guardian | **(4)** | **(5)**<br>Staff conduct 2 or more home visits per year and schedule 2 or more conferences with each child's parent/guardian; staff use visits/conferences to share information and seek input from parents about the program and children's development |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **48. Parents are represented on program advisory and/or policy-making committees.** | | | Standard(s): **O N**<br>Data source(s): Records/Interview | |
| **(1)**<br>Parents are not represented on program advisory or policy-making committees | **(2)** | **(3)**<br>Parents are represented on some program advisory or policy-making committees; parents rarely speak up or vote on program policies | **(4)** | **(5)**<br>Parents are represented on all program advisory and policy-making committees; parents attend meetings and have a say in establishing program policies |

____ Check here if **not observed or noted**

Notes and comments:

|  |  |  |  |  |
|---|---|---|---|---|
| 49. Parents receive referrals and have access to supportive services as needed. |  |  | Standard(s): O<br>Data source(s): Records/Interview |  |
| (1)<br>Staff are never or rarely aware of family needs or available community resources | (2) | (3)<br>Staff have some knowledge of family needs and community resources; staff sometimes make referrals and assist families in obtaining needed services | (4) | (5)<br>Staff are familiar with both family needs and resources available in the community; staff refer parents to services as needed; staff facilitate access to services by helping families find transportation or child care |

____ Check here if **not observed or noted**

Notes and comments:

## AREA VII
## FUNDING

**The provision, appropriation, and use of monies to support the operation of the early childhood education program.**

### STANDARD

**(P) Funds are provided for resources to implement an early childhood education program, reflective of the state and local program philosophy, standards, and guidelines.**

|  |  |  |  |  |
|---|---|---|---|---|
| 50. Funds are provided to maintain a safe and well-equipped classroom. |  |  | Standard(s): P<br>Data source(s): Records/Interview |  |
| (1)<br>Lack of funding results in unsafe conditions or shortages of equipment and supplies | (2) | (3)<br>Funding is adequate for some but not all aspects of safety and equipment and supplies | (4) | (5)<br>Adequate funds are provided to keep the classroom safe and supplied with instructional equipment and materials |

____ Check here if **not observed or noted**

Notes and comments:

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| 51. Funds are used to employ staff with appropriate training and experience. [Note: Staff includes administrators, teachers, associate teachers, teacher aides, paraprofessionals, and ancillary support personnel.] | | | Standard(s): **P**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Funding is inadequate to employ appropriate staff at all or most levels | **(2)** | **(3)**<br>Funding is adequate to employ staff at some but not all levels | **(4)** | **(5)**<br>Funding is adequate to employ appropriate staff at all levels; funding provides salaries/wages and benefits commensurate with other K-12 district staff or agency staff |

____ Check here if **not observed or noted**

Notes and comments:

| 52. Funds are used to support staff development. [Note: Authorized expenses include workshop and conference registration fees, transportation, per diem, and substitute teachers.] | | | Standard(s): **P**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Staff development funds are not adequate to pay authorized expenses for all or most staff | **(2)** | **(3)**<br>Staff development funds are adequate to pay authorized expenses for some staff | **(4)** | **(5)**<br>Staff development funds are adequate to pay authorized expenses for all staff |

____ Check here if **not observed or noted**

Notes and comments:

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| 53. Funds are used to support parent involvement and family oriented activities. | | | Standard(s): P<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>Funds are never or rarely used to cover the expenses associated with parent involvement and family oriented activities | (2) | (3)<br>Funds are used to cover some of the expenses associated with parent involvement and family oriented activities | (4) | (5)<br>Funds are used to cover all of the expenses associated with parent involvement and family oriented activities, including child care during meetings, materials and refreshments for special events, and publication and distribution of parent education and other resource materials |

____ Check here if **not observed or noted**

Notes and comments:

**AREA VIII**

**ADMINISTRATIVE/SUPERVISORY PERSONNEL**

**Personnel at the local level who are responsible for administering and/or supervising program services and activities of the early childhood education program and providing leadership to the instructional staff. Such personnel could include district level or building administrators/supervisors who are responsible for the early childhood education program, or a cluster of programs of which early childhood education is included. Also included are program directors and specialists.**

**STANDARD**

**(Q) The early childhood program is administered by an early childhood specialist, such as a consultant from the intermediate school district or an institution of higher education; a program administrator from the local school district or consortium; or an experienced teacher in early childhood education.**

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|  |  |  |  |  |
|---|---|---|---|---|
| 54. The early childhood specialist has appropriate education and training. |  |  | Standard(s): Q<br>Data source(s): Records/Interview |  |
| (1)<br>There is no designated early childhood specialist; the early childhood specialist has neither a college degree nor training in a field relevant to early childhood education or child development | (2) | (3)<br>The early childhood specialist has an undergraduate degree in any field and some training in a field relevant to early childhood education or child development | (4) | (5)<br>The early childhood specialist has a graduate degree in early childhood education or child development as well as training in such areas as curriculum development and evaluation, program management, and staff development |

____ Check here if **not observed or noted**

Notes and comments:

|  |  |  |  |  |
|---|---|---|---|---|
| **55. The early childhood specialist has relevant and appropriate experience.** |  |  | Standard(s): Q<br>Data source(s): Records/Interview |  |
| (1)<br>There is no designated early childhood specialist; the early childhood specialist has less than one year of relevant and appropriate experience | (2) | (3)<br>The early childhood specialist has 2-4 years of relevant and appropriate experience | (4) | (5)<br>The early childhood specialist has over 5 years of experience in such areas as working with young children in a group setting, program planning and implementation, program evaluation, supervision and staff development, and program management |

____ Check here if **not observed or noted**

Notes and comments:

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| 56. The early childhood specialist is affiliated with a local, state, and/or national early childhood professional organization. | | | Standard(s): Q<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>There is no designated early childhood specialist; the early childhood specialist is not a member of an early childhood professional organization | (2) | (3)<br>The early childhood specialist is a member of an early childhood professional organization and occasionally attends meetings of the organization | (4) | (5)<br>The early childhood specialist is an active member of an early childhood professional organization and regularly attends meetings of the organization |

____ Check here if **not observed or noted**

Notes and comments:

| 57. The early childhood specialist participates in ongoing professional development activities. | | | Standard(s): Q<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>There is no designated early childhood specialist; the early childhood specialist never or rarely participates in professional development activities | (2) | (3)<br>The early childhood specialist participates in 2-3 professional development activities per year | (4) | (5)<br>The early childhood specialist participates in 5 or more professional development activities per year |

____ Check here if **not observed or noted**

Notes and comments:

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| 58. The early childhood specialist provides leadership in coordinating program activities with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten. | | | Standard(s): Q<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>There is no designated early childhood specialist; the early childhood specialist never or rarely maintains, or encourages staff to maintain, relationships with community agencies and the public schools | **(2)** | **(3)**<br>The early childhood specialist sometimes maintains, or encourages staff to maintain, relationships with community agencies and the public schools | **(4)** | **(5)**<br>The early childhood specialist regularly maintains, and encourages staff to maintain, relationships with other community agencies and the public schools (e.g., by mutual referrals, telephone and written contact, serving on community advisory boards, exchanging information about program goals and activities) |

____ Check here if **not observed or noted**

Notes and comments:

| 59. Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. | | | Standard(s): Q<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Teaching staff never or rarely receive curriculum supervision and evaluation | **(2)** | **(3)**<br>Teaching staff receive curriculum supervision or evaluation no more than three times a year; supervisors are not necessarily familiar with the curriculum approach used in the program | **(4)** | **(5)**<br>Teaching staff receive curriculum supervision and evaluation at least six times a year; supervisors are familiar with the curriculum approach used in the program |

____ Check here if **not observed or noted**

Notes and comments:

| | |
|---|---|
| 60. Supervisors observe teaching staff in the program setting and provide them with feedback about their performance. | Standard(s): **Q**<br>Data source(s): Records/Interview |

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| Teaching staff never or rarely receive supervisory observation and evaluation | | Teaching staff are rated by a supervisor but do not participate in the evaluation process or receive feedback or suggestions about their performance | | Teaching staff are observed by a supervisor and are given feedback about their performance; the staff members and supervisor discuss ways to improve the quality of the program |

____ Check here if **not observed or noted**

Notes and comments:

## AREA IX
## INSTRUCTIONAL STAFF PERSONNEL

**The instructional staff includes all personnel who are assigned responsibility for teaching or assisting in teaching in the early childhood education program. Such personnel may include the early childhood teacher, paraprofessional, or associate teacher*, and teacher aide or teacher assistant* and non-paid personnel including parents and other volunteers. [* The titles "associate teacher" and "teacher assistant," as used in some settings, are included to concur with the nomenclature provided by NAEYC.]**

### STANDARD

(R) **Early childhood programs are staffed by individuals with differing levels of education and experience; instructional staff have responsibilities commensurate with their backgrounds & educational training.**

| | |
|---|---|
| 61. Instructional staff have the appropriate education and training. [Note: **For teachers**: *State Aid Programs* -- Certification/ZA endorsement; *State Aid Subcontracted Programs* -- Certification plus ZA endorsement or CDA; *Competitive Programs* -- Bachelor's degree in early childhood education or child development, or Associate's degree plus CDA. **For paraprofessionals and associate teachers**: Associate's degree, CDA, alternative education approval.] | Standard(s): **R**<br>Data source(s): Records/Interview |

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| None or few of the instructional staff have the appropriate education and training | | Some of the instructional staff have the appropriate education and training | | All of the instructional staff have the appropriate education and training |

____ Check here if **not observed or noted**

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Notes and comments:

<table>
<tr><td colspan="3">62. The early childhood teacher has relevant job experience. [Note: Relevant experience includes planning and implementing developmentally appropriate activities for preschool children, observing and evaluating young children, positive classroom management, multicultural program implementation, mentoring and coordination of instructional and support staff.]</td><td colspan="2">Standard(s): R<br>Data source(s): Records/Interview</td></tr>
<tr><td>(1)<br>The early childhood teacher has less than one year of relevant job experience</td><td>(2)</td><td>(3)<br>The early childhood teacher has 2-4 years of relevant job experience</td><td>(4)</td><td>(5)<br>The early childhood teacher has 5 or more years of relevant job experience</td></tr>
</table>

____ Check here if **not observed or noted**

Notes and comments:

<table>
<tr><td colspan="3">63. Supplementary staff and non-paid personnel (including parents and volunteers) are appropriately screened, oriented/trained, assigned appropriate duties, and supervised/evaluated.</td><td colspan="2">Standard(s): R<br>Data source(s): Records/Interview</td></tr>
<tr><td>(1)<br>Supplementary staff and non-paid personnel are never or rarely screened and never or rarely involved in the program in appropriate ways</td><td>(2)</td><td>(3)<br>Supplementary staff and non-paid personnel are sometimes screened and sometimes involved in the program in appropriate ways</td><td>(4)</td><td>(5)<br>Supplementary staff and non-paid personnel are always screened and always involved in the program in appropriate ways</td></tr>
</table>

____ Check here if **not observed or noted**

Notes and comments:

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STANDARD

**(S) The early childhood instructional staff are involved in professional/career development activities/program.**

| | | | | |
|---|---|---|---|---|
| 64. Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. | | | Standard(s): S<br>Data source(s): Records/Interview | |
| (1)<br>None of the instructional staff are members of an early childhood professional organization | (2) | (3)<br>Some of the instructional staff are members of an early childhood professional organization; staff occasionally attend meetings of the organization | (4) | (5)<br>All of the instructional staff are active members of an early childhood professional organizations; staff regularly attend meetings of the organization |

____ Check here if **not observed or noted**

Notes and comments:

| | | | | |
|---|---|---|---|---|
| **65. Instructional staff participate in ongoing professional development activities. [Note Activities include inservice training, professional workshops, compiling/consulting a resource library, college-level courses and seminars, teacher exchange, observation, and coaching.]** | | | Standard(s): S<br>Data source(s): Records/Interview | |
| (1)<br>Instructional staff never or rarely participate in professional development activities | (2) | (3)<br>Instructional staff participate in 2-3 professional development activities per year | (4) | (5)<br>Instructional staff participate in 5 or more professional development activities per year |

____ Check here if **not observed or noted**

Notes and comments:

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| 66. **Inservice training is based on a consistent curriculum model that combines a theoretical perspective with practical application.** | | | Standard(s): S A<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Training is not based on any curriculum model | **(2)** | **(3)**<br>Training offers theory without practical application or practical techniques that are not supported by a theoretical framework | **(4)** | **(5)**<br>Training gives teachers a theoretical framework for understanding children's development and learning combined with practical implementation strategies |

____ Check here if **not observed or noted**

Notes and comments:

| 67. **Inservice training is relevant to early childhood development and early childhood program practices.** | | | Standard(s): S<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Training is not relevant or specific to early childhood development and early childhood program practices | **(2)** | **(3)**<br>Training is sometimes relevant or specific to early childhood development and early childhood program practices | **(4)** | **(5)**<br>Training is consistently relevant and specific to early childhood development and early childhood program practices |

____ Check here if **not observed or noted**

Notes and comments:

| 68. **Inservice training is conducted by individual(s) (such as trainers, consultants, curriculum specialists, supervisors, or educational coordinators) who provide continuity and consistency in an ongoing training process.** | | | Standard(s): S<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Staff never or rarely participate in ongoing inservice training; the agency does not make provisions for training | **(2)** | **(3)**<br>Training is conducted by a series of independent outside experts; staff do not have ongoing relationships with the trainer(s) | **(4)** | **(5)**<br>Staff have ongoing relationships with the same trainer(s); trainer(s) help staff to build upon their cumulative knowledge |

____ Check here if **not observed or noted**

Notes and comments:

| **69. Inservice training involves active, participatory, hands-on learning by adults.** | | | Standard(s): S<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>Staff never or rarely participate in ongoing inservice training; the agency does not make provisions for training | (2) | (3)<br>Training sessions are primarily trainer-directed lectures; staff listen but do not learn the material first-hand during workshops and seminars | (4) | (5)<br>Training sessions involve active participation by staff members; training involves hands-on workshops, group discussions, and practice activities |

____ Check here if **not observed or noted**

Notes and comments:

| **70. Inservice training provides opportunities for reflection and sharing among staff members.** | | | Standard(s): S<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>Staff never or rarely participate in ongoing inservice training; the agency does not make provisions for training | (2) | (3)<br>Staff occasionally have opportunities to think about what they are doing or share experiences but such opportunities are not provided regularly or seen as integral to training | (4) | (5)<br>Staff are regularly encouraged to think about what they are doing and to share their experiences; reflection and sharing are seen as important and integral parts of training |

____ Check here if **not observed or noted**

Notes and comments:

## STANDARD

**(T) To achieve optimum educational outcomes for the children, staff patterns that allow for maximum staff-child interaction and program implementation should be utilized.**

| **71. Based on enrollment, the classroom has a staff:child ratio of no more than 1:8.** | | | Standard(s): T<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| (1)<br>The classroom maintains a staff:child ratio of more than 1:10 | (2) | (3)<br>The classroom maintains a staff:child ratio of 1:10 | (4) | (5)<br>The classroom maintains a staff:child ratio of no more than 1:8 |

____ Check here if **not observed or noted**Notes and comments:

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| 72. There is continuity in the instructional staff. | | | Standard(s): **T**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>Staff turnover is high at 40% or more in the past year | **(2)** | **(3)**<br>Staff turnover is moderate at 20-30% in the past year | **(4)** | **(5)**<br>Staff turnover is low at 10% or less in the past year |

____ Check here if **not observed or noted**

Notes and comments:

| 73. Instructional staff use a team teaching model, with adults sharing responsibilities for curriculum planning and implementation. | | | Standard(s): **T**<br>Data source(s): Records/Interview | |
|---|---|---|---|---|
| **(1)**<br>The teacher plans and conducts all activities; assistants and aides play minor non-teaching roles (e.g., wipe tables, prepare materials) | **(2)** | **(3)**<br>The teacher plans and leads most of the activities; assistants and aides sometimes work with children | **(4)** | **(5)**<br>All adults participate equally in planning and conducting activities with children throughout the day |

____ Check here if **not observed or noted**

Notes and comments:

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## MSRP PROGRAM QUALITY ASSESSMENT: SUMMARY OF RATINGS

| AREA/STANDARD/ITEM | RATING |
|---|---|
| **AREA I -- PHILOSOPHY** | |
| **(A) A written philosophy for the early childhood education program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.** | |
| 01. The program has a comprehensive written philosophy. | 1 2 3 4 5 n/o |
| 02. The development, review, and dissemination of the program philosophy involves many members of the staff and community. | 1 2 3 4 5 n/o |
| **AREA II -- POPULATION/ACCESS** | |
| **(B) The target population is identified and has access to an early childhood education program.** | |
| 03. The program has a fully developed recruitment plan. | 1 2 3 4 5 n/o |
| 04. The program or its host agency provides diagnostic and special education services for special needs children. | 1 2 3 4 5 n/o |
| 05. The program has an attendance policy. | 1 2 3 4 5 n/o |
| 06. The program is accessible to all populations. | 1 2 3 4 5 n/o |
| **AREA III -- CURRICULUM** | |
| **(C) The program is structured to enhance children's feelings of comfort and security.** | |
| 07. Children's basic physical needs are met. | 1 2 3 4 5 n/o |
| 08. Children's separation from home is handled with sensitivity and respect. | 1 2 3 4 5 n/o |
| 09. Adults create a warm and caring atmosphere for children. | 1 2 3 4 5 n/o |
| 10. Adults establish a consistent daily routine for children. | 1 2 3 4 5 n/o |
| 11. Adults encourage children to interact and turn to each other for assistance throughout the day. | 1 2 3 4 5 n/o |
| **(D) Children in the early childhood program have opportunities to utilize play to translate experience into understanding.** | |
| 12. The program has extended periods of free play during which children can initiate activities and carry out their intentions. | 1 2 3 4 5 n/o |
| 13. Adults participate as partners in children's play. | 1 2 3 4 5 n/o |
| **(E) The curriculum is designed to address all aspects of children's development.** | |
| 14. The program offers materials and activities in all areas of development: aesthetic, emotional, social, cognitive, language, physical, and sensory. | 1 2 3 4 5 n/o |

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| AREA/STANDARD/ITEM | RATING |
|---|---|
| 15. Activities and materials provide positive, nonsexist, and multicultural experiences and role models. | 1 2 3 4 5 n/o |
| **(F) Activities are designed to teach children concepts and skills through active manipulation of objects.** | |
| 16. The classroom provides a wide variety of manipulative materials in all areas. | 1 2 3 4 5 n/o |
| 17. Activities are designed to involve a variety of senses | 1 2 3 4 5 n/o |
| **(G) Activities for children are designed so that concepts and skills are appropriately presented by utilizing a variety of methods and techniques.** | |
| 18. Adult-initiated activities (small- and large-group times) accommodate a range of children's interests and levels of development. | 1 2 3 4 5 n/o |
| **(H) The curriculum is designed to enable children to experience both challenge and success.** | |
| 19. Materials are arranged, labeled, and accessible to children. | 1 2 3 4 5 n/o |
| 20. Open-ended materials are varied and plentiful. | 1 2 3 4 5 n/o |
| 21. Children have opportunities to solve problems and act independently. | 1 2 3 4 5 n/o |
| 22. Children participate in resolving conflicts. | 1 2 3 4 5 n/o |
| **(I) The curriculum is designed so that activities are carefully and developmentally sequenced.** | |
| 23. Children can explore and acquire skills at their own developmental level and pace. | 1 2 3 4 5 n/o |
| 24. Children have opportunities to repeat activities and practice skills. | 1 2 3 4 5 n/o |
| **(J) The curriculum is designed to promote individualized instruction rather than requiring children to move as a group from one learning objective to the next.** | |
| 25. Children are individually acknowledged for their accomplishments. | 1 2 3 4 5 n/o |
| 26. Children are not penalized, pressured, shamed, or compared unfavorably with classmates. | 1 2 3 4 5 n/o |
| 27. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next. | 1 2 3 4 5 n/o |
| 28. Staff record and discuss anecdotal notes as the basis for planning for individual children. | 1 2 3 4 5 n/o |
| 29. Staff regularly complete a child observation measure of proven reliability and validity. | 1 2 3 4 5 n/o |
| 30. Staff maintain records on all children. | 1 2 3 4 5 n/o |
| **(K) The curriculum is designed to enable children to learn those things that are important to them.** | |
| 31. Children make plans and carry out their own ideas throughout the day. | 1 2 3 4 5 n/o |

| AREA/STANDARD/ITEM | RATING |
|---|---|
| 32. Adults encourage children's initiatives throughout the day. | 1 2 3 4 5 n/o |
| 33. Adults encourage children to review their activities and share with others what they have done and learned. | 1 2 3 4 5 n/o |
| **(L) Adults in the early childhood program use language that enhances children's critical thinking.** | |
| 34. Adults invite child language by offering comments, asking open-ended questions, and seeking children's opinions. | 1 2 3 4 5 n/o |
| 35. Language from children predominates throughout the day. | 1 2 3 4 5 n/o |
| AREA IV -- LEARNING ENVIRONMENT AND EQUIPMENT | |
| **(M) The early childhood education program provides adequate and appropriate facilities, space, equipment, supplies, and materials.** | |
| 36. The classroom provides a safe and healthy environment for children. | 1 2 3 4 5 n/o |
| 37. The room is divided into well-defined and logically located interest areas/centers with adequate space for each area and easy accessibility between areas. | 1 2 3 4 5 n/o |
| 38. Outdoor play space (at or near the program site) accommodates various types of play. | 1 2 3 4 5 n/o |
| AREA V -- ADVISORY COUNCIL COMMUNITY INVOLVEMENT | |
| **(N) An advisory council is organized and has responsibility for advising, recommending, and assisting school personnel concerned with the early childhood education program.** | |
| 39. The program has an advisory council with the appropriate community membership; the membership roster us available to the public. | 1 2 3 4 5 n/o |
| 40. The advisory council follows the recommended operating procedures. | 1 2 3 4 5 n/o |
| 41. The advisory council performs all appropriate program oversight and community relations functions. | 1 2 3 4 5 n/o |
| AREA VI -- PARENT/FAMILY INVOLVEMENT | |
| **(O) The early childhood program provides support for families, assists parents in developing an in-depth understanding of children, and encourages family members to participate in all phases of the program.** | |
| 42. The program provides a variety of opportunities for parents to become involved in the program. | 1 2 3 4 5 n/o |
| 43. Parents are encouraged to participate in program activities with children. | 1 2 3 4 5 n/o |
| 44. Staff share information about the curriculum with parents. | 1 2 3 4 5 n/o |
| 45. Staff share information with parents about how they can promote and extend their children's learning and social development at home. | 1 2 3 4 5 n/o |

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| AREA/STANDARD/ITEM | RATING |
|---|---|
| 46. Staff and parents interact informally to share information about the day's activities and children's experiences. | 1 2 3 4 5 n/o |
| 47. Staff members visit families and schedule formal meetings (parent conferences) to share information with parents and seek input about the program and their children's development. | 1 2 3 4 5 n/o |
| 48. Parents are represented on program advisory and/or policy-making committees. | 1 2 3 4 5 n/o |
| 49. Parents receive referrals and have access to supportive services as needed. | 1 2 3 4 5 n/o |
| **AREA VII -- FUNDING** | |
| **(P) Funds are provided for resources to implement an early childhood education program, reflective of the state and local philosophy, standards, and guidelines.** | |
| 50. Funds are provided to maintain a safe and well-equipped classroom. | 1 2 3 4 5 n/o |
| 51. Funds are used to employ staff with appropriate training and experience. | 1 2 3 4 5 n/o |
| 52. Funds are used to support staff development. | 1 2 3 4 5 n/o |
| 53. Funds are used to support parent involvement and family oriented activities. | 1 2 3 4 5 n/o |
| **AREA VIII -- ADMINISTRATIVE/SUPERVISORY PERSONNEL** | |
| **(Q) The early childhood program is administered by an early childhood specialist.** | |
| 54. The early childhood specialist has appropriate education and training. | 1 2 3 4 5 n/o |
| 55. The early childhood specialist has relevant and appropriate experience. | 1 2 3 4 5 n/o |
| 56. The early childhood specialist is affiliated with a local, state, and/or national early childhood professional organization. | 1 2 3 4 5 n/o |
| 57. The early childhood specialist participates in ongoing professional development activities. | 1 2 3 4 5 n/o |
| 58. The early childhood specialist provides leadership in coordinating program activities with community agencies and the public schools to facilitate the delivery of services to families and children's transition to kindergarten. | 1 2 3 4 5 n/o |
| 59. Teaching staff receive regular curriculum supervision and evaluation from individual(s) who are familiar with the program's curriculum and its goals, objectives, and methods. | 1 2 3 4 5 n/o |

| AREA/STANDARD/ITEM | RATING |
|---|---|
| 60. Supervisors observe teaching staff in the program setting and provide them with feedback about their performance. | 1 2 3 4 5 n/o |
| **AREA IX -- INSTRUCTIONAL STAFF PERSONNEL** | |
| **(R) Early childhood programs are staffed by individuals with differing levels of education and experience, and the instructional staff have responsibilities commensurate with their backgrounds and educational training.** | |
| 61. Instructional staff have the appropriate education and training. | 1 2 3 4 5 n/o |
| 62. The early childhood teacher has relevant job experience. | 1 2 3 4 5 n/o |
| 63. Supplementary staff and non-paid personnel are appropriately screened, oriented/trained, assigned appropriate duties, and supervised/evaluated. | 1 2 3 4 5 n/o |
| **(S) The early childhood instructional staff are involved in professional/career development activities/program.** | |
| 64. Instructional staff are affiliated with a local, state, and/or national early childhood professional organization. | 1 2 3 4 5 n/o |
| 65. Instructional staff participate in ongoing professional development activities. | 1 2 3 4 5 n/o |
| 66. Inservice training is based on a consistent curriculum that combines a theoretical perspective with practical application. | 1 2 3 4 5 n/o |
| 67. Inservice training is relevant to early childhood development and early childhood program practices. | 1 2 3 4 5 n/o |
| 68. Inservice training is conducted by individual(s) who provide continuity and consistency in an ongoing training process. | 1 2 3 4 5 n/o |
| 69. Inservice training involves active, participatory, hands-on learning by adults. | 1 2 3 4 5 n/o |
| 70. Inservice training provides opportunities for reflection and sharing among staff members. | 1 2 3 4 5 n/o |
| **(T) To achieve optimum educational outcomes for the children, staff patterns that allow for maximum staff-child interaction and program implementation should be utilized.** | |
| 71. Based on enrollment, the classroom has a staff:child ratio of no more than 1:8. | 1 2 3 4 5 n/o |
| 72. There is continuity in the instructional staff. | 1 2 3 4 5 n/o |
| 73. Instructional staff use a team teaching model, with adults sharing responsibility for curriculum planning and implementation. | 1 2 3 4 5 n/o |

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MSRP PROGRAM QUALITY ASSESSMENT -- SUMMARY OF PROBLEM AREAS, STANDARDS, AND ITEMS

| Area/Standard/Item | Comments | Improvement Plan and Timeline |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## CHILD DEVELOPMENT RATING SCALE

## Michigan School Readiness Program Evaluation

ID Number (To be completed by evaluator): ____________

Name of Child: ____________
Child's Date of Birth: Year___Month___Day___
Child's Grade in School: ____________
School's Name: ____________
City: ____________

---

Rater's Name: ____________
Rater's School/Agency: ____________
Rater's Position/Title: ____________
Date Rating Completed: Year___Month___Day___

### Instructions

Below is a list of 11 statements describing children's behavior. Following each statement are three choices: Frequently, Sometimes, and Infrequently. For each statement, circle the one word that best describes the child you are rating. Base your ratings on your overall knowledge of children's development and your experience with a variety of children in the classroom.

**Thank you for your help.**

***For each item, circle the word that best describes the child.***

| | | | | |
|---|---|---|---|---|
| 1. | **Shows initiative** | Frequently | Sometimes | Infrequently |
| 2. | **Has a good attendance record** | Frequently | Sometimes | Infrequently |
| 3. | **Interested in school work** | Frequently | Sometimes | Infrequently |
| 4. | **Gets along with other children** | Frequently | Sometimes | Infrequently |
| 5. | **Gets along with teachers and other adults** | Frequently | Sometimes | Infrequently |
| 6. | **Takes responsibility for dealing with own errors or problems** | Frequently | Sometimes | Infrequently |
| 7. | **Retains learning well** | Frequently | Sometimes | Infrequently |
| 8. | **Is cooperative** | Frequently | Sometimes | Infrequently |
| 9. | **Completes assignments** | Frequently | Sometimes | Infrequently |
| 10. | **Imaginative and creative in using materials** | Frequently | Sometimes | Infrequently |
| 11. | **Ready to learn and participate in school** | Frequently | Sometimes | Infrequently |

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## PARENT/GUARDIAN INTERVIEW
## MICHIGAN SCHOOL READINESS PROGRAM EVALUATION

**ID number (completed by evaluator):** ________________

**Name of parent/guardian completing interview:** ________________
**Relationship to child:** ________________
**Name of child:** ________________
**Child's date of birth:** **Year** _______ **Month** _______ **Day** _______
**Child's grade in school:** ______________
**Name of program/school child currently attending:** ________________
**City where program/school is located:** ________________

**Interviewer name:** ________________
**Interviewer agency:** ________________
**Interviewer position/job title:** ________________
**Date of interview:** **Year** _______ **Month** _______ **Day** _______
**Interview conducted (check one): By telephone:** __________ **In person:** __________

### INTRODUCTION

Thank you for agreeing to take part in this brief interview. Before we start, let me explain why we are doing these interviews with approximately 1,000 parents of school-age children throughout Michigan. We are interested in finding out the different ways in which parents get involved in their children's education and how schools can help parents and families who want to become more involved do so. We are conducting these interviews with parents at the end of each school year, beginning when their children are approximately kindergarten age until their children have completed fourth grade. For today's interview, I will be asking you about your participation in __________ (CHILD'S NAME)'s education during the past year. Although you may have other children, we are specifically interested in your involvement with __________ (CHILD'S NAME)'s education.

The interview will last about 30 minutes. Everything you say will be strictly confidential. The people conducting the study will use ID numbers and no one who is not connected with the study will see your name and your answers together. All of the study results will be reported for groups of parents; no results will be analyzed or reported for individuals. There are no right or wrong answers to these questions. Not all schools and parents do all the things mentioned in the interview. We just want to know what you and your child's program/school have done and what you think about the questions we are asking in relation to __________ (CHILD'S NAME). If there is any question that you do not want to answer, please tell me and we will move on to the next question. Do you have any questions before we begin?

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## PARENT INVOLVEMENT IN PROGRAM/SCHOOL ACTIVITIES WITH CHILD

I'd like to begin by asking you some questions about your participation in program/school activities that involved __________ (CHILD'S NAME). In the past year, how often have you participated in each of the following activities at your child's program/school: (*Check one column for each question*)

|  | Never | Once | Twice | 3-5 times | More than 5 times |
|---|---|---|---|---|---|
| 01. Attended special events at the program/school in which families were invited to share in their children's accomplishments (for example, plays, musical performances, science fairs, sports events) | ____ | ____ | ____ | ____ | ____ |
| 02. Cooked or brought in food for snacks or special events | ____ | ____ | ____ | ____ | ____ |
| 03. Made other things at home or brought in materials for the classroom or special events | ____ | ____ | ____ | ____ | ____ |
| 04. Volunteered or helped out in your child's classroom | ____ | ____ | ____ | ____ | ____ |
| 05. Observed in your child's classroom | ____ | ____ | ____ | ____ | ____ |
| 06. Assisted with field trips or other special events | ____ | ____ | ____ | ____ | ____ |
| 07. Made presentations to the class (for example, about your work, a hobby, a holiday celebration or aspect of your family's culture) | ____ | ____ | ____ | ____ | ____ |

08. Other: (Describe) ____________________________________________

09. Did you ever participate as a leader, officer, or organizer of these types of program/school activities for children? (*Circle one*)

Yes No

## PARENT INVOLVEMENT IN PROGRAM ACTIVITIES FOR ADULTS

Next, I'd like to ask you some questions about your participation in activities for adults at _________ (CHILD'S NAME)'s program/school. For each activity I read, please tell me: if you participated by attending the activity; if you participated as a leader, officer, or organizer of the activity; or if you did not participate in the activity during the past year. *(Check one column for each question)*

|  | Never | Once | Twice | 3-5 times | More than 5 times |
|---|---|---|---|---|---|
| 10. Parent Council, PTA, or other policy-making or planning group | ____ | ____ | ____ | ____ | ____ |
| 11. Parent education meetings and training workshops | ____ | ____ | ____ | ____ | ____ |
| 12. Parent-to-parent outreach such as making telephone call or home visits to other parents | ____ | ____ | ____ | ____ | ____ |
| 13. Writing/distributing a newsletter or other program/school materials | ____ | ____ | ____ | ____ | ____ |
| 14. Fundraising activities | ____ | ____ | ____ | ____ | ____ |

15. Other: (Describe) ________________________________________________

16. Did you ever participate as a leader, officer, or organizer of these types of program/school activities for adults? (*Circle one*)

Yes No

## COMMUNICATION BETWEEN HOME AND SCHOOL

The next set of questions is about communication between home and school. I'll be asking you how often you've been in touch with the teacher or the program/school about __________ (CHILD'S NAME)'s activities and progress. In the past year, how often have you: *(Check one column for each question)*

| | Never | Once | Twice | 3-5 times | More than 5 times |
|---|---|---|---|---|---|
| 17. Had the teacher visit you at home | ____ | ____ | ____ | ____ | ____ |
| 18. Attended a regularly scheduled parent-teacher conference (not because of a problem your child was having) | ____ | ____ | ____ | ____ | ____ |
| 19. Attended a parent-teacher conference initiated by the teacher because of a problem your child was having | ____ | ____ | ____ | ____ | ____ |
| 20. Attended a parent-teacher conference initiated by you because of a problem your child was having | ____ | ____ | ____ | ____ | ____ |
| 21. Talked directly but informally to the teacher about your child, for example, while dropping off or picking up your child, while attending a school event | ____ | ____ | ____ | ____ | ____ |
| 22. Received materials sent home describing events at the program/school, classroom activities, general information about child development and education, and so on | ____ | ____ | ____ | ____ | ____ |
| 23. Read materials sent home describing events at the program/school, classroom activities, general information about child development and education, and so on | ____ | ____ | ____ | ____ | ____ |
| 24. Received a note or telephone call from your child's teacher | ____ | ____ | ____ | ____ | ____ |
| 25. Sent a note or made a telephone call to your child's teacher | ____ | ____ | ____ | ____ | ____ |

26. Other: (Describe) ________________________________________________

## EDUCATIONAL ACTIVITIES WITH THE CHILD AT HOME

Now I have a few questions about educational activities you might share with _________ (CHILD'S NAME) at home. In the past year, how often have you done the following activities with your child: *(Circle one column for each question)*

| | Never | Once | Twice | 3-5 times | More than 5 times |
|---|---|---|---|---|---|
| 27. Reading to your child | ____ | ____ | ____ | ____ | ____ |
| 28. Having your child read to you | ____ | ____ | ____ | ____ | ____ |
| 29. Helping your child with homework or special projects | ____ | ____ | ____ | ____ | ____ |
| 30. Going to the library (public or program/school library) | ____ | ____ | ____ | ____ | ____ |
| 31. Visiting a place (such as museum or theater) with special exhibits, shows, or activities of interest to children | ____ | ____ | ____ | ____ | ____ |

32. Other: (Describe) ____________________________________________

## PROGRAM/SCHOOL SERVICES

I'd like to know what services _________ (CHILD'S NAME)'s program/school helps families to obtain (either through direct service or referral) and which ones members of your family have used in the past year. For each item I read, tell me if your child's program/school makes this service available and how often any member of your family has used the service in the past year: *(Circle Yes or No under AVAILABLE THROUGH PROGRAM/SCHOOL and check one column under HOW OFTEN USED BY YOUR FAMILY/CHILD for each question)*

| | | AVAILABLE THROUGH PROGRAM/ SCHOOL | | | HOW OFTEN USED BY YOUR FAMILY/CHILD | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Never | Once | Twice | 3-5 times | More than 5 times |
| 33. | Special education for child | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 34. | Health services (including those for persons with disabilities) | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 35. | Emergency food or housing services | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 36. | Employment or job training assistance | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 37. | Financial assistance | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 38. | Legal aid | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 39. | Personal or family counseling | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 40. | Family literacy training | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 41. | Personal or family support (such as parent groups) | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 42. | Respite care (relief for those caring for ill or disabled family members) | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 43. | Transportation (not including regular bus service to/from school) | Y | N | DK | ___ | ___ | ___ | ___ | ___ |
| 44. | Information and networking for child education and development services | Y | N | DK | ___ | ___ | ___ | ___ | ___ |

45. Other: (Describe) ________________________________________________

## SATISFACTION WITH CHILD'S PROGRAM/SCHOOL

The next set of questions asks how satisfied you are with ________ (CHILD'S NAME)'s educational experience at his/her program/school. Based on your child's experiences in the past year, how satisfied are you with how well the program/school is doing in each of the following areas: *(Check one column for each question)*

| | Very dissatisfied | Somewhat dissatisfied | Somewhat satisfied | Very satisfied |
|---|---|---|---|---|
| 46. Preparing your child for entering the next grade in school | ______ | ______ | ______ | ______ |
| 47. Helping your child socially and emotionally (getting along with others, developing self-confidence and independence, and so on) | ______ | ______ | ______ | ______ |
| 48. Developing your child's thinking skills (solving problems, concentrating on tasks, and so on) | ______ | ______ | ______ | ______ |
| 49. Developing your child's academic skills (reading and writing, working with numbers, understanding concepts, and so on) | ______ | ______ | ______ | ______ |
| 50. Supporting your child's physical development (coordination, strength, endurance, and so on) | ______ | ______ | ______ | ______ |
| 51. Being open to parents' ideas and participation in program/school activities | ______ | ______ | ______ | ______ |

52. Other: (Describe) ________________________________________

## EXPECTATIONS FOR CHILD'S FUTURE SCHOOLING

In this last group of questions, I'd like to know how you predict ________ (CHILD'S NAME) will do during the rest of his/her school years. *(Check one column for each question)*

| | Not well | Fairly well | Quite well | Very well |
|---|---|---|---|---|
| 53. Overall, how do you predict your child will do in school during the next year? | ___ | ___ | ___ | ___ |
| 54. During the rest of your child's schooling, how do you predict he/she will do academically (grades, scholastic achievement, scholarship awards, and so on)? | ___ | ___ | ___ | ___ |
| 55. During the rest of your child's schooling, how do you predict he/she will do socially (making friends, joining clubs, participating in extra-curricular activities, and so on)? | ___ | ___ | ___ | ___ |

56. How far do you predict your child will go in school: *(Check one response)*

____ He/she will not graduate from high school
____ He/she will graduate from high school
____ He/she will complete one year of technical courses or training
____ He/she will complete 2 years of college (associate's degree)
____ He/she will complete 4 years of college (bachelor's degree)
____ He/she will complete a graduate degree (academic or professional)
____ Other: (Describe) ______________________________

57. Is there anything else you would like to tell me about ________ (CHILD'S NAME), his/her program/school, or your participation in your child's education?

**Thank you again for taking the time to participate in this interview.**